

## **ACKNOWLEDGEMENT**

We dedicate this Annual Report to the all of the administrators, teachers, and students in the juvenile justice educational programs throughout Florida whose lives were touched by the severe hurricane season in 2004. The entire JJEEP staff would like to express our admiration for your bravery, dedication, and irrepressible spirit. We extend to you our heartfelt wishes for a kinder, gentler hurricane season, not only for this year but also for many years to come.



# CHAPTER 1

## CONTINUING IMPLEMENTATION OF *NO CHILD LEFT BEHIND (NCLB)* IN FLORIDA'S JUVENILE JUSTICE EDUCATIONAL SYSTEM

### 1.1 Introduction

During 2004, the Juvenile Justice Educational Enhancement Program (JJEED) continued its efforts to implement the requirements of NCLB. As with JJEED's prior six years of operations, the bar was raised in the 2004 performance expectations of the state's approximately 200 juvenile justice educational programs. In recognition of JJEED's success in developing a research-driven, accountable juvenile justice education system in Florida, the U.S. Congress earmarked funds that will be used to support the development of collaborative working relationships between selected JJEED personnel and each state in the country. These collaborative working relationships will be focused upon JJEED's selected personnel assisting each state in implementing NCLB requirements in their juvenile justice educational systems.

It is important to note that the overall 2004 quality assurance (QA) scores dropped. Historically, during JJEED's prior six years of operation, overall annual QA scores have risen. The reasons for this year's decline in QA scores are several and clearly identifiable. First, the new QA requirement that all incarcerated youths participate in the Florida Comprehensive Assessment Test (FCAT) resulted in 69% of the educational programs failing this benchmark. This large failure rate was the result of several factors, including communication problems between the Department of Education (DOE), JJEED, school districts, and programs. Additionally, programs encountered problems with reporting FCAT participation numbers to their school district management information system (MIS) departments. These problems concerning the FCAT have now been resolved.

An additional new QA program requirement that contributed to the decline in programs' overall QA scores was the administration of diagnostic reading assessments for students with identified reading deficiencies, which assess the five areas of reading outlined by the *Just Read Florida!* initiative. Among the problems encountered by the juvenile justice educational programs in their respective implementation of this requirement was identifying and/or purchasing an appropriate diagnostic reading assessment instrument. This requirement continues to present challenges for a number of the state's juvenile justice educational programs.

Another requirement that contributed to the decline in the overall 2004 QA scores was the highly qualified teacher requirement. To elaborate, between 2000 and 2004, the percentage of teachers in the state's juvenile justice educational programs who have professional or temporary certification increased from 64% to 85%. In 2004, however, and in response to

the NCLB highly qualified teacher requirement, Florida now requires that certified teachers teach in their respective areas of professional certification. This requirement, which is being incrementally enforced, is placing numerous difficulties on many of the state's juvenile justice educational programs and remains a substantial challenge, not only for Florida, but also for the rest of the nation.

During 2004, JJEEP completed three in-depth case studies of juvenile justice educational programs that have had a sustained five-year QA performance of high to outstanding. The underlying purpose of these case studies was to identify salient program characteristics and practices that accounted for these programs' overall high quality performance. Among the prominent program characteristics identified with these three programs were: (1) strong community and business collaborative relationships, (2) placement of education as the program's highest priority, and (3) students reporting that the program's educational services were challenging and that they were experiencing high academic achievement for the first time in their educational careers.

Another noteworthy activity that JJEEP completed during 2003-2004 was the on-site provision of technical assistance to 22 low-performing educational programs. Their subsequent 2004 QA performance scores in the areas that were subject to this on-site technical assistance showed substantial improvement. Additional technical assistance was provided at the 2004 Juvenile Justice Education Institute and Southern Conference on Corrections (JJEI). The conference drew well over 300 participants with the theme of NCLB and with panels and presentations designed for maximum participant interaction.

In 2004, JJEEP continued implementing its pilot QA project for Volusia County's alternative education school discipline schools. As a result of the implementation of the educational and behavioral support QA system, a number of problems were identified, and corrective policies were put into place to respond to these problems. Moreover, Volusia County has been able to show improvement in the performance of its two alternative school discipline schools. This demonstrated record of school improvement has contributed to Volusia County's decision to add four new alternative disciplinary schools.

Finally, and in relation to JJEEP's continuing longitudinal research, several findings warrant mention. First, our cohort from 2000-2001 and our second cohort from 2001-2002 both have documented that higher levels of academic achievement while incarcerated significantly increase the likelihood of students returning to school upon release and this, in turn, significantly reduces the likelihood of rearrest.

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

## **1.2 Overview of Chapters**

Chapter 2 describes recent legislative responses to the increasing demands for accountability in juvenile justice education, with particular emphasis on NCLB. These responses include House Bill 349 (1999), Senate Bill 2464 (2000), House Bill 267 (2001), NCLB, House Bill 1989 (2004), Senate Bill 354 (2004), Senate Bill 364 (2004), and Senate Bill 2564 (2004). In addition, Chapter 2 examines these legislative updates and JJEEP's simultaneous efforts to evaluate and improve the provision of educational services to Florida's incarcerated youths.

Chapter 3 presents the results of the 2004 QA review cycle. Type of program (i.e., residential, day treatment, or detention) and security level are addressed, as are standards (e.g., service delivery, transition), indicators (e.g., testing and assessment, professional development), benchmarks (e.g., FCAT participation, contract management), number of programs supervised by each school district, and overall scores. Consideration of these specific areas helps explain the overall decline in QA scores.

Chapter 4 describes the corrective action and technical assistance processes. Specifically, it shows the number of programs that required corrective actions. Data presented in this chapter also demonstrate that technical assistance is resulting in positive educational program performance changes. In addition, contact information is provided in the event that interested programs would like to request technical assistance.

Chapter 5 identifies several correlates of quality education program performance. Significant predictors of high quality performance include, teacher professional certification, teacher experience (both average years and average months in a specific program), and the proportion of in-field teachers. The chapter examines these variables, as they differ across provider types, and discusses the implications of these findings for improving educational program performance.

Chapter 6 provides the results of a national survey of each state's juvenile justice education accountability systems, level of compliance with NCLB, and litigation experiences. Additionally, Florida was compared to the other states in terms of these areas.

Chapter 7 examines the outcomes of a cohort of 4,688 students released from residential juvenile justice facilities during FY 2000-2001. Initial community reintegration findings at 6 and 12 months post-release were reported in the JJEEP 2003 Annual Report. This chapter extends the initial community reintegration on returning to school and rearrest from two to three years following 2000-2001 release.

Chapter 8 is a replication study of the first longitudinal cohort examined in Chapter 7. This second cohort includes 5,254 students released from juvenile justice residential programs in FY 2001-2002. The follow-up period for the cohort is six months post-release. The chapter examines the effect, upon the outcomes measures of return to school and rearrest, of students' academic achievement while incarcerated and either high school diplomas or General Educational Development (GED) diplomas earned while incarcerated.

Chapter 9 provides analyses of JJEEP's ongoing implementation of a pilot QA system for Volusia County's alternative disciplinary schools. The chapter is focused on 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 forthcoming pre- and post-QA analyses. The chapter concludes with the specific usefulness of QA in alternative disciplinary schools practices and outcomes.

Chapter 10 presents findings from the three case studies of high performing programs. Observations of both teachers and students were conducted in each program. The chapter compares the literature on educational best practices for delinquent and at-risk youths in relation to the programs' current practices. The chapter concludes by describing the programs' characteristic inputs, activities, immediate results, and outcomes and by illustrating that the findings of these case studies are quite consistent with the literature on best practices.

Chapter 11 describes JJEEP's ongoing role in translating information and research findings into juvenile justice educational policy and practice. Various past, present, and future research-driven initiatives are discussed. Moreover, the chapter discusses how information and data are integrated into JJEEP's four functions of research, annual QA reviews, technical assistance, and annual policy recommendations to DOE. The chapter also identifies future JJEEP efforts for developing and maintaining a data-driven accountability system for juvenile justice education.

Chapter 12 provides chapter summaries and conclusions.

### **1.3 Summary Discussion**

During 2004, several new QA program requirements led to a series of program challenges that contributed to a decrease in the overall QA performance score. While these challenges have been addressed, several new challenges are emerging as the bar continues to be raised in relation to the NCLB requirements that, together, mean the quality of educational programs continues to accelerate. With regard to our longitudinal demonstrations, it has been shown that many incarcerated youths who experience higher levels of academic achievement are much more likely to return to school upon release and are subsequently less likely to be rearrested. These important findings confirm the capacity of quality education and academic achievement to contribute to a positive turning point in the lives of many delinquent youths.

## CHAPTER 2

# JUVENILE JUSTICE EDUCATION LEGISLATION

### 2.1 Introduction

Over the last several decades, social service providers have experienced increased demands for accountability. In the social services fields of education and criminal justice, and at all levels of government, there has been an ideological shift from fostering autonomy to a more accountability-oriented policy. This accountability movement is perhaps most apparent in the “tough love” policies aimed at criminal offenders, welfare reform, and the more recent enactment of the *No Child Left Behind Act* (NCLB). In Florida, this trend continued in 2004 with state legislation that requires the Florida Department of Education (DOE), among others, to develop strategies regarding the implementation of NCLB in juvenile justice schools and to implement a uniform entry and exit assessment for the purpose of calculating academic gains of students committed to juvenile justice schools. This shift toward accountability is being driven by several factors, including the scientific desire to know what works and the economic quest for service efficiency and cost effectiveness, along with enhanced technology that allows for more sophisticated data collection and analysis of large social programs such as the criminal justice system and the public education system. The Juvenile Justice Educational Enhancement Program (JJEED) was designed to operate within such a system and, in turn, this environment has played an important role in shaping JJEED’s goals.

Since its inception in 1998, JJEED has been able to positively embrace and implement this demand for increased accountability. The DOE contracts with the Florida State University School of Criminology and Criminal Justice to monitor and conduct research on Florida’s nearly 200 juvenile justice schools. Through this contract, JJEED is continuing to develop a research-driven system of identifying and implementing best practices in juvenile justice schools throughout the state of Florida. There are significant benefits to collaboration between a state agency and a university. First, it allows the research expertise within the university to provide meaningful information to state policy makers. Second, university research centers are often more flexible in adjusting to new legislation than are larger bureaucratic government organizations, allowing for the program to be proactive to legislative changes affecting juvenile justice education.

This chapter summarizes major legislation that has influenced juvenile justice education since 1998, with emphasis on JJEED’s role in influencing policy and ensuring statewide compliance. Section 2.2 provides a summary of legislation since the establishment of JJEED, including House Bill (HB) 349 (1999), Senate Bill (SB) 2464 (2000), Rule 6A-6.05281, HB 267, and the “Just Read, Florida!” initiative. Section 2.3 focuses on the continuing implementation of NCLB legislation, including efforts to create a uniform assessment mechanism and meet NCLB highly qualified teacher requirements. Section 2.4 provides a summary of 2004 legislation affecting juvenile justice educational programs, including

overviews of HB 1989, SB 354, SB 364, and legislative changes concerning the custody and care provided by juvenile justice programs. Section 2.5 provides an overview of committees formed among DOE, Department of Juvenile Justice (DJJ), JJEPP, school districts, and education providers. These committees include the uniform entry/exit assessment committee, the NCLB implementation committee for juvenile justice schools, a juvenile justice vocational education committee, and a transition services committee. A summary of the chapter is provided in Section 2.6 that highlights JJEPP's role in shaping accountability and policy.

## **2.2 State Legislation from 1998 to 2004**

In 1998, the Florida Legislature requested reports from JJEPP, the Office of Program Policy Analysis and Government Accountability (OPPAGA), and the Juvenile Justice Accountability Board (JJAB) for the purpose of reforming juvenile justice education legislation. In response to these reports and a desire to increase accountability throughout Florida's juvenile justice system, the Legislature passed several bills over the following years that revised and improved educational services provided to Florida's juvenile justice population.

### **1999 Legislation**

In 1999, the Florida Legislature passed HB 349. This bill required extensive reform in Florida's juvenile justice educational programs and maintained weighted funding for juvenile justice schools. The impact of HB 349 was felt at the state, district, and school levels and established an overall increase in accountability and responsibility. The major impact at the state level was to clearly place the accountability for and responsibility of juvenile justice education under the authority of the DOE and to establish a mechanism to ensure that research, quality assurance (QA), and technical assistance would be conducted to improve the quality of that education. While these activities and principles were already guiding JJEPP's mission, HB 349 established them as law. More specifically, the bill required that research be conducted to identify best practices in juvenile justice education, allowed for sanctions to be placed on low performing schools, and mandated that technical assistance be provided to schools as needed. In addition, HB 349 intended to clearly establish the responsibility of the school districts in overseeing the operation of juvenile justice schools.

The legislation emphasized that it is the school districts' responsibility to ensure that students enrolled in juvenile justice schools are provided with services equitable to those offered in public schools in the same district. These responsibilities include providing contract management of private educational providers, ensuring appropriate student and assessment services, maintaining accurate academic records, and transmitting student records from school to school.



The major impact of HB 349 at the school level included requirements for year-round schooling, waiving General Educational Development (GED) testing fees, developing academic improvement plans (AIPs) for all students, conducting specific academic record keeping, providing transition services and activities, developing a school improvement plan (SIP), and delivering appropriate curriculum and instruction to every student based on his or her individual requirements and needs.

Overall, this legislation clearly provided the beginning of a comprehensive structure and accountability system for Florida's juvenile justice education and established Florida as a national leader in juvenile justice education. Further, the passage of this bill, as well as other legislation has resulted not only in increasingly stringent accountability mechanisms but also in more positive outcomes for Florida's delinquent youths.

## 2000 Legislation

SB 2464 (2000) clarified, modified, and/or amended provisions in HB 349 (1999). In addition, the bill focused on three major studies conducted by DOE with assistance from JJEOP: a vocational/technical education study for incarcerated youths, a funding study to identify an appropriate funding level for juvenile justice education, and a facility space study to determine the available or needed classroom space for educational programs in DJJ facilities.

The vocational education study established the curriculum, goals, and outcome measures for vocational/technical programs in juvenile justice schools. The *State Plan for Vocational Education for Youth in Juvenile Justice Commitment Facilities* was completed and implemented during fall 2001. The plan outlined juvenile justice school requirements for offering vocational programming and increased JJEOP's QA monitoring of vocational curriculum and instruction. Recent 2004 legislation requires that this plan be modified and updated annually.

The purpose of the funding study was to determine the precise funding level necessary to provide educational services in DJJ facilities. The study was submitted to the Governor of Florida and the Florida Legislature in 2001, recommending a cost factor of 1.602 for all non-special-education students and students with disabilities currently funded at levels I and II. No legislative action was taken for an increased, unique cost factor for juvenile justice students. The study's second recommendation required a QA standard for monitoring funding. Since 2001, JJEOP has required school districts to monitor educational funding, and DOE has annually reported the actual dollars spent in each juvenile justice school.

DOE conducted the facility space study to determine the adequacy of educational space within each juvenile justice facility. The study included permanent classrooms, vocational labs, resource rooms, supplemental instruction, observation booths, time-out rooms, media centers, and administrative areas. As a result, DOE and DJJ developed a three-year plan to address any facility deficiencies found. Recommendations for addressing these deficiencies included renovations/replacements and new construction/additions; these totaled either \$106,628,265 at an 18:1 student-to-teacher ratio or \$153,483,106 at a 10:1 student-to-teacher

ratio. Again, the Florida Legislature did not fund these recommendations, which resulted in continued problems concerning the lack of sufficient educational space. JJEPP continues to address adequate educational space in facilities; however, since space is the responsibility of DJJ, both JJEPP and DOE are limited in monitoring and resolving issues regarding adequate educational space. Clearly, educational space is a continuing problem area that warrants more attention both in terms of funding for expanded space and designating DOE rather than DJJ as responsible for monitoring educational space related issues.

SB 2464 also added several new requirements, including: (1) the development of a cooperative agreement between DJJ and DOE for the enhancement of juvenile justice educational services, (2) the requirement that youths who have not received a high school diploma or the equivalent participate in vocational/technical education (contingent upon funding availability) if they are not employed while in a DJJ program, and (3) the provision of educational services for minors in adult county jails.

In addition to SB 2464, DOE (in conjunction with JJEPP, DJJ, school districts, and educational providers) developed the first State Board of Education Rule for juvenile justice education services. Rule 6A-6.05281, *Education Services in Department of Juvenile Justice Programs* was a key provision of HB 349 in 1999 and was enacted in 2000. The requirements established in this administrative rule include eligibility criteria for youths served in educational programs, the content and transfer of student records, entry and exit assessment, individual academic planning, transition services, instructional programming and academic expectations, qualifications of instructional staff, funding, contracting with private providers for the provision of educational services, interventions and sanctions for low performing programs, and interagency coordination. The requirements of this Rule closely followed the QA standards, which were developed based upon best practices identified in the literature. As a result, the Rule provided state administrative authority for the QA standards and indicators.

Overall, the legislation passed in 2000 continued Florida's efforts to develop an information-based accountability system for juvenile justice education and provided the means of holding low performing programs accountable. SB 2464 strengthened the provisions outlined in HB 349 (1999) and provided new initiatives in the areas of interagency coordination.

## **2001 Legislation**

In 2001, there was little legislation specifically aimed at juvenile justice education. HB 267 (2001) required "no contact" orders for youths returning to school after release from DJJ. Under this bill, school districts are required to enter into a cooperative agreement with DJJ as a way of protecting victims. In particular, certain students are prohibited from attending the same school as their victim or their victim's siblings, and school principals are required to take specific actions when a student becomes the victim of a violent crime committed by a fellow student. These no contact orders are problematic for students returning to school as they possibly hinder the student's successful transition back into his or her community, but were felt to be necessary to protect victims.

In September 2001, Governor Bush authorized the *Just Read, Florida!* initiative. This initiative relies on scientifically based research to improve current reading programs, standards, teaching strategies, and course requirements. Similar to the federal *Reading First* requirements of NCLB, there are five key components emphasized in the initiative: phonemic awareness, phonics, fluency, comprehension, and vocabulary. While the federal legislation is aimed at kindergarten through third grade Title I schools, *Just Read, Florida!* initiative focuses on all schools and grade levels. The goals are to have all children reading fluently by the end of the third grade and “for all students in Florida to be able to read on grade level or higher by 2012” (DOE, 2001, p.1). Because juvenile justice students tend to have larger reading deficiencies as compared to children attending public schools, the goals established by the *Just Read, Florida!* initiative set a high bar for these students to meet. This initiative has led to the development of new QA standards for reading and numerous DOE technical assistance documents and trainings. In 2002, with assistance from DOE’s *Just Read, Florida!* office and the Hillsborough County School District, JJEEP designed a new QA standard for reading. The new requirements were added to the 2003 QA standards but were not scored during that year’s QA review cycle, allowing programs and school districts the opportunity to prepare for the new reading requirements. In 2004, juvenile justice schools received QA ratings on the new reading requirements. The current standard includes identifying students with reading deficiencies, providing evidence-based reading programs and instruction for these identified students, monitoring students’ reading progress and growth, and diagnostically assessing those students who are not making adequate progress in reading.

The *Just Read, Florida!* initiative was the first of a series of requirements related to NCLB and juvenile justice education. As Florida began to reform its juvenile justice education system over the past several years, a similar movement was underway at the federal level, ultimately resulting in the passage of a comprehensive education reform law.

## 2.3 Continuing Implementation of NCLB

In 2002 and 2003, major legislation affecting juvenile justice education resulted from the federal government enactment of NCLB. This legislation posed unprecedented challenges for the reform of the country’s school system. NCLB mandates that the country’s juvenile justice schools meet the same high standards as all other elementary and secondary public schools. Specifically, Title I, Part D, of NCLB contains critical provisions for juvenile justice schools. Overall, NCLB focuses on teacher qualifications, Adequate Yearly Progress (AYP) requirements, program evaluation standards, the implementation of scientifically based practices, transition services, an emphasis on students returning to school upon release from an institution, and the development of state education agency plans.

Under NCLB, juvenile justice teachers must meet highly qualified teacher requirements, which include holding a bachelor’s degree, having professional certification, and showing competency in each subject they teach. NCLB provides states with an outline of requirements to be followed in order for teachers to be considered highly qualified, yet allows a considerable amount of discretion in designing and defining the rules for certification and subject-area competency. NCLB allows states greater flexibility in meeting

the highly qualified teacher requirements through the High Objective Uniform State Standard of Evaluation (HOUSSE). The HOUSSE requirements allow veteran teachers to demonstrate that they are highly qualified through teaching experience and participation in professional development, leadership, and service activities or by taking a state certification examination.

Requirements for AYP include requiring programs to show a 95% participation rate in the Florida Comprehensive Assessment Test (FCAT), FCAT performance results, Florida Writes assessment results, and graduation results. Meeting these requirements is particularly difficult for many juvenile justice schools due to several factors, including the short length of stay, the mobility of the students, and disproportionate educational deficiencies. Title I, Part D, requires an accountability and program evaluation system compatible with the smaller numbers of students, mobility issues, and temporary placements found in juvenile justice schools. All juvenile justice schools must receive a program evaluation, which includes the monitoring of student performance in the areas of maintaining and improving educational achievement, accruing school credits for grade promotion, making a successful transition back to school after release, completing high school and obtaining employment after release, and/or participating in post-secondary education and job training.

Since one of the goals of Title I, Part D, is to successfully return students to public schools after their release from institutions, transition services are strongly emphasized in the legislation. State and local education agencies are required to provide transition services and a means for incarcerated students to successfully return to school upon release. Federal funds are to be used for such purposes, and states must demonstrate progress on the development of effective transition services.

To accomplish these multiple requirements, each state receiving Title I, Part D, funds must submit a plan to the Secretary of the United States Department of Education (USDOE) outlining how schools will provide these services and evaluate these programs. These plans include defining the program objectives, goals, and performance measures and are intended to ensure the effectiveness of the programs in improving the educational skills of juvenile justice students while providing them with the same opportunities as their public school counterparts. It is the responsibility of the state education agency (SEA) to ensure that the services that students in juvenile justice schools receive meet the state standards required for all public school students. As discussed in the following section, Florida has formed an interagency committee to assist and guide the state in its effort to effectively implement the numerous requirements of NCLB in its juvenile justice schools.

## **2.4 Education and Juvenile Justice Legislation in 2004**

In 2004, the Florida Legislature enacted HB 1989, the first state bill in three years that is specific to juvenile justice education. Among other initiatives, this bill requires the formation of several interagency committees to address different areas in juvenile justice education. The Legislature also enacted numerous general education and custody care bills: two education bills that directly affect juvenile justice education through middle grades reform and accelerated graduation options and SB 2564, which requires local counties to fund juvenile detention centers.

## **House Bill 1989 (2004) – Juvenile Justice Education**

In 2004, HB 1989 amended those sections of laws related to juvenile justice schools in relation to funding, an increase of educational options, recruitment and retention of teachers, the revision of the multi-agency career/technical education plan, student assessment, and creation of an NCLB workgroup.

The changes in funding brought about by HB 1989 include a percentage increase in the Florida Education Finance Program (FEFP) funding (from 80% to 90%), which must be spent on instructional costs for students. HB 1989 also requires that each juvenile justice educational program receive those federal funds for which the program is eligible. Changes in funding also occurred in the tuition reimbursement of full-time teachers. In addition to the critical teacher shortage tuition reimbursement program, HB 1989 allows teachers in both publicly and privately operated juvenile justice schools to be eligible for additional teacher recruitment and retention programs (DPS Memo 05-027). An increase in education options available to juvenile justice students also is addressed in HB 1989, including access to Florida Virtual School courses and the school district's provision of the GED Exit Option.

As previously mentioned, SB 2464 (2000) required the development of a multi-agency plan addressing career and technical education to be reviewed annually. HB 1989 expands the requirements and participants involved in this plan to include DJJ; DOE; Workforce Florida, Inc.; the statewide Workforce Development Youth Council; district school boards; community colleges; providers; and others. This multi-agency plan is designed to address the issues of funding, curriculum, transfer of credits, goals, and outcome measures, and HB 1989 requires that it be reviewed annually.

Furthermore, HB 1989 requires DOE, with the assistance of the school districts, to develop and select a uniform student assessment instrument and protocol for measuring learning gains and student progression while in juvenile justice educational programs (DPS Memo 05-027). The selection process for this assessment instrument is underway and should be completed during 2005.

Finally, HB 1989 creates a new section of law requiring a workgroup to be formed between DOE and DJJ (with help from school districts, juvenile justice education providers, and the Florida Juvenile Justice Association) to discuss strategies for meeting NCLB requirements and rewarding those programs that demonstrate positive student outcomes (DPS Memo 05-027). The suggestions of the workgroup are to be reported by DOE to the legislative leadership in January 2005. The committees' work and recommendations are discussed in detail in the following section.

## **General Education Legislation**

The 2004 Florida Legislature also passed SB 354 (2004) and SB 364 (2004), both of which affect general education as well as juvenile justice education. SB 354 focuses attention on middle grades reform. The key provisions of SB 354 include a review of reading and language arts curricula and course work, a comprehensive middle grades reform study, rigorous reading requirements (RRR) in middle grade schools, and personalized middle school success plans for middle grade students.

SB 364 (2004) revises the Accelerated Graduation Options available to ninth graders entering the 2004-05 school year. Students may choose among the options of completing the general 24 credit requirements for high school graduation, a revised 18-credit program, a three-year college preparatory program, or a revised three-year career preparatory program with a minimum of 18 credits.

## **Juvenile Justice Legislation Relating to Custody and Care**

In addition to the changes HB 1989 mandated for juvenile justice schools, the legislation also included changes to the custody and care of juvenile justice programs. HB 1989 recognizes the different interests and needs of young women and men through gender-specific programs that focus on the differing roles and responsibilities of the two genders, their positions in society, their access to and use of resources, and the different social codes governing their behavior.

Specifically, OPPAGA is to conduct an analysis of programs within DJJ facilities that serve females. The analysis is to focus on the nature of female youths offending in Florida, the percentage of female youths incarcerated for status offenses and violations of probation, and whether less costly community-based programs are a more appropriate alternative for serving the needs of many females incarcerated for these offenses. Additionally, OPPAGA will consider the costs of providing gender-specific services and whether existing juvenile justice programs are currently able to meet gender-specific needs. OPPAGA is currently conducting this analysis, and a report will be available early in 2005.

A more controversial bill, SB 2564 (2004) asserts that both the state and the counties have a joint obligation to financially support the costs of providing detention care for juveniles; as a result, counties, unless fiscally constrained, are now required to pay DJJ for the cost of providing pre-disposition detention services (DJJ, 2004). The author of the bill, Senator Victor Crist, stated that the bill is designed to re-balance the funding obligations of the state and the counties. Specifically, the state has taken over the county court system and now the counties will take over the pre-trial detention of juveniles (Langley, 2004). The counties are responsible for paying the estimated costs at the beginning of each month. At the month's end, the actual cost is calculated, and any differences between the two are reconciled at the end of the year (DJJ, 2004).

Backed by the House of Representatives, Florida counties expressed some concerns about the bill. First, SB 2564 forces Florida counties to pay approximately \$90 million for housing pre-trial juveniles (Stephens, 2004). Additionally, although the counties are now responsible for the bill, the state manages the money and the facilities (Ogles, 2004). Moreover, it could be necessary for counties to raise taxes or shift funds from other areas, like education, to comply with this new law (Langley, 2004).

In response, Governor Jeb Bush granted the counties a three-month planning period, during which they may adjust their budgets before the implementation of SB 2564. Also, proponents of the bill argued that the fund shift serves to increase the similarity between the adult justice system and the juvenile justice system: adult criminals first go to county jails and, if convicted, then go into the state system (Ogles, 2004). Finally, a weekly workgroup was established to assist the counties (DJJ, 2004). The workgroup includes representatives from a variety of agencies, such as the Florida Association of Counties, the Small County Coalition, the DJJ, the Department of Revenue, and the Children's Campaign, Inc. (DJJ, 2004).

The effect of this shift in funding responsibility for juvenile detention centers from the state to the local level remains unclear. As counties shift local tax revenues and funds to pay for the costs of operating their juvenile detention centers, other county services may be reduced or local taxes may increase. Furthermore, most detention centers serve students from numerous surrounding counties, which may place additional financial burdens on the counties where the detention centers are located. Some argue, however, that local counties will assume more responsibility for the services provided to their local delinquent youths when they are fiscally responsible for their care in detention.

## **2.5 Interagency Committees**

As a result of these various legislative mandates, new committees have been formed among DOE, JJEPP, DJJ, the Florida Juvenile Justice Association, school districts, and education providers. These committees are focusing their efforts on developing a standard and academic assessment instrument, the implementation of NCLB requirements, transition service planning for students in juvenile justice facilities, and vocational education for those students. It is through these committees that policy recommendations are submitted and implementation strategies are formed.

### **Uniform Assessment Committee**

As stated in HB 1989, DOE, with the assistance of the school districts, must develop a standard student assessment instrument and protocol. A committee of members from DOE, DJJ, JJEPP, local school districts, and other education providers met on August 16, 2004, to review the current and most commonly used assessment instruments and methods. Representatives from local school districts and other educational providers, including members from Dade, Desoto, Volusia, Leon, and Duval school districts; DISC Village representatives from private providers, including Eckerd Youth Alternatives; PACE Center

for Girls; and Outward Bound also participated. While reviewing the current assessment processes, the committee discussed issues likely to hinder the selection of a standard assessment test. These issues include the mobility of the juvenile justice population, the brief duration that students stay in a given program, and inconsistencies in the administration of tests. After reviewing the current assessment instruments and discussing the possible problems with assessment procedures, the committee submitted its conclusions to the assessment office at DOE.

In addition to the workgroup's proposals, DOE is consulting with a school psychologist from the University of South Florida (USF) to critique the validity and reliability of assessment tests. With suggestions from both the assessment workgroup and USF, DOE will select one assessment test for the purpose of measuring student academic progress in juvenile justice educational programs throughout the state. Once implemented, this will enable Florida to better capture the academic progress of students while they are incarcerated, and it will allow comparisons of academic gains among different program and provider types. More specifically, the statewide use of one academic assessment instrument will enable comparison of program QA scores and student academic gains, return to school, and rearrest outcomes. In sum, we will be able to validate the QA system.

## **NCLB Committee**

The NCLB committee is comprised of a variety of state and local agency representatives from DOE, JJEEP, DJJ, Florida Juvenile Justice Association, local school districts, and other education providers. Representatives from school districts include members from Desoto, Broward, Orange, and Collier. Representatives from other education providers include members of DISC Village, Police Athletic League Charter Schools of Manatee, Associated Marine Institutes, Eckerd Youth Alternatives, and PACE Center for Girls. This committee is developing strategies for meeting the NCLB requirements, such as the state education agency (SEA) plan described in Title I, Part D; program evaluation requirements and uniform evaluation model; transition services; highly qualified teachers; and Adequate Yearly Progress (AYP). This committee also is considering rewards for high performing programs.

The NCLB committee convened four times during November. These meetings occurred on November 9, 10, 22, and 23. The findings from these meetings were reported to the President of the Florida Senate and the Speaker of the Florida House of Representatives in January 2005.

The NCLB committee identified key issues and policy recommendations regarding several aspects of NCLB. Title I, Part A; AYP; and highly qualified teachers were discussed. Under Title I, Part D, state and local education agency plans, program evaluation, and transition were discussed. Issues and recommendations regarding small juvenile justice educational programs were also provided.



The NCLB committee found that the main problems associated with evaluating AYP were the relatively small school sizes of many juvenile justice schools and the ever fluctuating student population; namely, that the frequent movement of children in and among school districts and programs makes verification of attendance and testing difficult. Typically, students are not at juvenile justice schools for a full academic year. To overcome this problem, the committee made three recommendations, including the development of a reliable data collection process, ensuring that juvenile justice schools have the opportunity to validate the data, and increasing collaboration between juvenile justice programs and school districts. The issues regarding highly qualified teachers include the low retention rates of qualified teachers, difficulties in recruiting new highly qualified teachers, and the reality that many teachers in small juvenile justice schools are required to teach multiple grade levels and subjects. A variety of recommendations were offered, such as allowing DJJ schools two additional years to meet the requirements, implementing a retention strategy (e.g., incentives such as tuition waivers for professional development) for teachers hired after 2006, and expanding and using the middle grades integrated curriculum certification for middle school courses and eligible basic high school courses.

The NCLB committee found that state and local education agency plans did not fully address the needs of juvenile justice schools in meeting NCLB requirements. The allocation of Title I, Part D, funds also created some concern. To address these issues, the committee recommended creating an addendum to the state education plan that clearly addresses NCLB's requirements for juvenile justice schools. With regard to the allocation of funds, the committee recommended that local education agencies allocate funds directly to the schools. Several issues were identified regarding program evaluation. These generally focused on improving the educational attainment of students, aiding the transition from juvenile justice facilities to regular schools, and providing job training. Recommendations included implementing standard assessments for juvenile justice facilities and regular schools, including entry assessments and graduation requirements. A third area under Title I, Part D, concerns transition. The committee found coordination of transition to be lacking and, thus, recommended the identification of education transition specialists in each school district. Implementing this recommendation also would assist juveniles in finding employment.

In addition to these three areas of concern, the NCLB committee is working on developing a formula and plan for rewarding high performing programs. In short, the committee performed a well-rounded assessment of the implementation of NCLB and provided both creative and useful recommendations for improving Florida's compliance with the Act.

## **Vocational Education Committee**

As mentioned in the previous sections, SB 2464 (2000) requires the development of a multi-agency plan addressing career and technical education, while HB 1989 (2004) reinforces and expands the requirements of the plan. The vocational plan must be revised annually, requiring an ongoing committee consisting of representatives from DOE, DJJ, JJEPP, and the Florida Juvenile Justice Association. This committee plans to begin meeting in 2005. It is anticipated that this committee will increase the requirements for vocational services in

juvenile justice schools. JJEEP plans to follow any recommendations from this committee and adjust the QA standards and processes as deemed necessary.

## **Transition Services Committee**

The transition committee addressed the issue of transition services among programs and school districts. Unlike the previously mentioned committees that were formed as a result of legislation, the transition service committee was formed out of necessity. The transition of youths in and out of the juvenile justice system has always been problematic. Given the emphasis in NCLB on the importance of incarcerated youths returning to public school upon release and JJEEP's research findings relating to the positive relationship between return to school and reduction of rearrest, transition services that enhance youths' ability to successfully reenter their home schools and communities are vitally important. Members of the transition services committee include representatives from DOE, DJJ, JJEEP, Desoto County School District, Okaloosa County School District, Broward County School District, Volusia County School District, and Hillsborough County School District. The transition committee first met on May 26, 2004, and again at the Juvenile Justice Education Institute and Southern Conference on Corrections (JJEI) on July 13, 2004.

The first goal of the DOE/JJEEP transition committee was to develop a list of personnel from each school district to oversee education transition services. This list will be posted on the DOE, DJJ, and JJEEP websites to promote increased communication between programs and school districts.

The second goal of the transition committee was to update the DOE publication, *A Transition Guidebook for Educational Personnel of Juvenile Justice Programs (Transition Guidebook)*. The primary focus of the update was to include a formalized transition protocol for school districts transferring and receiving students from juvenile justice schools to improve the successful reintegration of delinquent youths. Six school districts were solicited to participate in this project, and five agreed. The participating school districts include a small district with a DJJ facility (Desoto County), a medium sized district with a DJJ facility (Okaloosa County), a large district with a DJJ facility (Broward County), a district with multiple DJJ facilities (Volusia County), and a district with high QA scores in transition services (Hillsborough County).

The DOE/JJEEP transition committee has developed a revised, updated edition of the *Transition Guidebook*. This new edition will provide a comprehensive overview of the transition process (from pre-commitment to post-commitment). It also will provide an in-depth guide to transition resources, from parental and family support and community resources to the development of academic and transition plans, and the most up-to-date statewide transition contact information. The *Transition Guidebook* will include school district best practices in the transition process and will be a valuable tool in helping educational programs provide the best transition services to their students.

## 2.6 Summary Discussion

Over the past two decades, there has been an overall increase in demands for accountability in social services and education at both the state and federal levels. In 1999, with HB 349, the DOE became responsible for Florida's juvenile justice schools. (DOE is responsible for developing best practices in juvenile justice education, which include research, QA, and technical assistance.) The following year, SB 2464 (2000) modified HB 349 (1999) and directed reform efforts to vocational/technical education, identifying an appropriate funding level, and identifying available and needed classroom space. SB 2464 (2000) also mandated cooperation between DOE and DJJ. Another piece of legislation, HB 267 (2001) mandated "no contact" orders to be executed upon a student's release in order to protect his/her victim and/or the victim's siblings. In addition, HB 267 (2001) required that school principals take certain actions when one student victimizes another.

A landmark piece of federal legislation is NCLB. With regard to juvenile justice schools, NCLB is aimed at reforming juvenile justice schools so that they afford their students the same quality of education as do public and private schools. Among the specific requirements of NCLB are teacher qualifications, AYP requirements, program evaluation standards, scientifically based standards, and the provision of transition services.

HB 1989 provided for a funding increase at the school level from 80-90% for juvenile justice schools, better teacher benefits, and more educational options for students. In addition, HB 1989 directed that a collaborative workgroup between DOE and DJJ be formed and meet regularly to ensure that the NCLB requirements are met. It also emphasized the need for a multi-agency plan for career/technical education, a uniform assessment instrument, and gender-specific programs. SB 354 was aimed at middle grades reform, particularly in reading and language arts, while SB 364 focused on increasing graduation options for juvenile justice students in the 9th grade. SB 2564 decreed a funding shift: now counties, rather than the state, are required to provide the funds for juveniles on pretrial detention.

The various federal and state initiatives to improve education for delinquent youths have empowered JJEPP in its efforts to continuously improve Florida's juvenile justice education system. Along with the growth of JJEPP, there has been an emphasis on scientifically based research as a means of increasing accountability in Florida's juvenile justice educational programs. Since its creation in 1998, JJEPP has worked with local school districts, education providers, and DOE to annually monitor and assess the quality and effectiveness of educational services in every juvenile justice school in the state. Each school receives an annual on-site QA review, which is conducted by professional staff. The reviews are based on a set of standards addressing transition services; administration of academic and vocational assessments; academic curriculum; career and technical curriculum; individualized instruction; services for students with disabilities; teacher certification and in service training; student access to learning materials, technology, and resources; and local school district monitoring and self evaluation. If schools are not performing at a satisfactory level, technical assistance, corrective actions and, if necessary, interventions and sanctions are required at both the school and the school district level. These standards are reviewed and revised as new requirements are made of juvenile justice schools.

In addition to annual QA monitoring, JJEEP conducts longitudinal research on all juvenile justice commitment programs. This research focuses on educational opportunity and student achievement and community reintegration outcome measures, such as the annual QA monitoring results; academic, vocational, and elective credits earned while incarcerated; high school diplomas earned while incarcerated; return to public school after release; employment after release; and rearrest. Through its longitudinal research and case studies, JJEEP is able to help identify possible best practices in juvenile justice education. (More information concerning longitudinal research and case studies is presented in the following chapters.)

Throughout the course of the legislative reforms discussed previously, JJEEP has been able not only to adapt, but also to excel in meeting and surpassing new requirements. This has been possible due to JJEEP's dedication to policy-oriented research, uniform and rigorous statewide evaluations, and the collaboration of a multitude of educational and correctional agencies. JJEEP, therefore, has played a dual role in education reforms. This policy-driven research has guided the passage of many of the new bills that, once implemented, will produce associated outcomes that can be directly assessed. This dual role is possible because of JJEEP's flexibility in making different administrative adjustments. Moreover, the drive for increased accountability has met with little resistance among JJEEP personnel and partners, as is evidenced by the efforts of the various interagency committees. As will be discussed in more detail in later chapters (e.g., Chapter 6), such interagency cooperation, communication, and shared objectives are rare. In sum, by setting clear and attainable goals, Florida has been able to successfully react to increasing legislative demands by embracing the shift toward increased accountability, thereby solidifying and delineating the roles and responsibilities of its juvenile justice education agencies.

# CHAPTER 3

## ANNUAL QUALITY ASSURANCE RESULTS

### 3.1 Introduction

This chapter presents data that the Juvenile Justice Educational Enhancement Program (JJEPP) collected during the 2004 quality assurance (QA) review cycle. The primary data source is QA reviews, which consist of information relating to program performance in the areas of transition, service delivery, educational resources, and contract management. Additionally, reviewers collect supplemental data that provide general information about the facility and educational providers, school climate, educational staff, and current student demographics. These data provide the basis for analyzing QA results in relation to various program characteristics<sup>1</sup>.

Of the 195 educational programs under the purview of educational QA during 2004, seven did not receive a review. One program was not reviewed due to a provider change, and three others were omitted because of hurricane related conditions. The remaining three programs closed prior to their scheduled review. The programs that were not reviewed are Sawmill Academy, Eckerd Leadership, Kelly Hall, Crossroads Wilderness, Stewart Marchman Transitions, Palm Beach Juvenile Residential Facility, and LEAF Recovery. The data and analyses presented in this and subsequent chapters are primarily drawn from the 188 programs for which JJEPP conducted QA reviews during the 2004 cycle.

This chapter is comprised of six subsequent sections that provide general analyses of the 2004 QA data. Section 3.2 describes program and student characteristics. Section 3.3 explains the QA methods and performance rating system. Section 3.4 presents QA results by different program characteristics, including education provider, supervising school district, and program security level. This section also compares and ranks programs by standard means, indicator ratings, and benchmark passing rates. Section 3.5 presents QA scores for individual school districts and programs, while Section 3.6 describes mean QA score trends by educational provider type. Section 3.7 provides a summary discussion of the QA findings for 2004.

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<sup>1</sup> These data also assist in the specification of educational program and student outcomes, such as school success (e.g., graduation rates and rates of return to school) and continuation of delinquency (e.g., arrest rates and recommitment rates). Beginning in 2002, some of these outcomes and longitudinal tracking capabilities were made available from the Florida Department of Education (DOE) and Florida Education and Training Placement Information Program (FETPIP), Florida Department of Corrections (DOC), and Florida Department of Law Enforcement (FDLE) databases. These new data, along with data JJEPP has collected over the past seven years, provide the foundation for JJEPP's ongoing multiple research efforts.

### 3.2 Educational Program and Student Characteristics

During the 2004 QA review cycle, data on student populations were collected from the school registrar and by a head count of students present on the days when the reviews were conducted. The head count indicates that these programs supervised 10,199 juveniles, 9,890 of which were enrolled in school. Of the remaining students, 289 (3%) were not currently enrolled in school because they had already obtained either a high school diploma or a General Educational Development (GED) diploma. The remaining 20 juveniles were not enrolled because they were in the process of transition (i.e., entry or exit). Depending on program security level and student performance, students remained in facilities from one day (in detention centers) to up to three years (in maximum risk facilities).

Table 3.2-1 provides a breakdown of the different program types and security levels, as well as length of stay and population information for all programs that were under JJEEP’s purview during the 2004 review cycle.

**Table 3.2-1: 2004 Program Characteristics**

<b>Security Level</b>	<b>Number of Programs</b>	<b>School District-Operated</b>	<b>Private Not For-profit</b>	<b>Private For-profit</b>	<b>Range of Stay (days)</b>	<b>Population Capacity Range</b>
<b>Detention</b>						
Detention	25	25	0	0	1-365	50-300
<b>Detention Total</b>	<b>25</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>1-365</b>	<b>50-300</b>
<b>Day Treatment</b>						
Prevention	20	0	20	0	90-720	25-89
Intensive Probation (IP)	5	0	5	0	120-360	22-64
Conditional Release (CR)	1	0	1	0	1-95	20
Mixed – IP & CR	14	0	14	0	120-730	45-190
Sex Offender	1	0	0	1	365-540	16
<b>Day Treatment Total</b>	<b>41</b>	<b>1</b>	<b>39</b>	<b>1</b>	<b>1-730</b>	<b>16-190</b>
<b>Residential</b>						
Conditional Release	1	1	0	0	360-720	40
Low Risk	13	7	4	2	30-270	12-132
Mixed – Moderate & Low	1	1	0	0	120-270	72
Moderate Risk	75	46	21	8	45-840	16-240
Mixed – Moderate & High	5	4	1	0	180-540	65-185
High Risk	24	18	5	1	180-1,095	15-350
Mixed – High & Maximum	1	0	0	1	270-1,080	96
Maximum Risk	2	1	1	0	360-1,440	50-96
<b>Residential Total</b>	<b>122</b>	<b>77</b>	<b>33</b>	<b>12</b>	<b>1-1,440</b>	<b>12-350</b>
<b>TOTAL FOR ALL</b>	<b>188</b>	<b>103</b>	<b>72</b>	<b>13</b>	<b>1-1,440</b>	<b>12-350</b>

Note. The not-for-profit category includes one program that is operated by the Department of Agriculture.

As indicated in Table 3.2-1, moderate risk programs comprise 61% of the residential facilities and house the majority of students, while maximum risk programs comprise less than 2% of the residential facilities. Given the longer stays in maximum risk institutions, these facilities serve and release far fewer students within a given year. Local school districts directly provide education services in all 25 detention centers, which have an indeterminate length of stay while youths are awaiting court hearings or placement in a residential program and have population capacities ranging from 50 to 300 students. With the exception of one conditional release program, private not-for-profit organizations provide education services for all day treatment programs. Day treatment programs have a length of stay that ranges from one to 720 days and have a maximum population capacity of 16 to 190 students. Among the residential programs, 77 are school district operated, 33 are private not-for-profit, and 12 are private for-profit. Lengths of stay in residential programs range from one to 1,440 days, and the population capacity varies from 12 to 350 students.

Table 3.2-2 provides student demographics on gender and race in the 188 programs that JJEEP reviewed during the 2004 review cycle.

**Table 3.2-2: 2004 Gender and Race of Students by Program Type**

Program Type	Gender			Race				Total
	Male	Female	Total	Black Non-Hispanic	White Non-Hispanic	Hispanic	Other	
Detention	80% (1,427)	20% (350)	100% (1,777)	49% (871)	41% (735)	8% (147)	1% (21)	99% (1,774)
Day Treatment	44% (920)	56% (1,153)	100% (2,073)	44% (901)	40% (832)	14% (290)	2% (41)	100% (2,064)
Residential	85% (5,408)	15% (957)	100% (6,365)	47% (3,061)	42% (2,677)	9% (522)	1% (90)	99% (6,350)
All Programs Combined	76% (7,755)	24% (2,460)	100% (10,215)	48% (4,833)	42% (4,244)	9% (959)	1% (152)	100% (10,188)

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.

Because of 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 of the system is overwhelmingly male. African American students also remain over-represented in the juvenile justice population as compared to the general population in Florida.

Table 3.2-3 compares the total number of students identified as receiving special education services by different categories of primary disability as a percentage of the total SWD population.

**Table 3.2-3: 2004 Student With Disabilities Population by Program Type**

<i>Program Type</i>	<i>EH or SED</i>	<i>SLD</i>	<i>MH</i>	<i>Other</i>	<i>Total</i>
Detention Centers	42% (294)	42% (295)	7% (52)	8% (55)	99% (696)
Day Treatment	34% (178)	49% (256)	6% (30)	11% (57)	100% (521)
Residential	51% (1,570)	36% (1,103)	8% (241)	4% (137)	99% (3,051)
<b>All Programs Combined</b>	<b>48% (2,042)</b>	<b>39% (1,654)</b>	<b>8% (323)</b>	<b>6% (249)</b>	<b>101% (4,268)</b>

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

Since 1999, the percentage of students receiving special education has increased from 36% to 43%, (when comparing Table 3.2-3 results to previous years’ annual reports) suggesting 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 partly the result of continuing QA monitoring on the identification of and provision of services for students in need of special education. According to the 2005 SEA PROFILE from DOE, 15% of the students enrolled in public school for fall 2004 were identified as having disabilities. The percentage of students with disabilities in Department of Juvenile Justice (DJJ) schools was 43%—almost three times that of public schools. More specifically, students with emotional and behavioral disabilities (EH/SED) comprise 48% of the juvenile justice population of students with disabilities but represent only 10% of the public school population of students with disabilities. Learning disabled and mentally handicapped populations vary only slightly between DJJ and public schools. Clearly, students identified with emotional and behavioral disabilities are more likely to enter the juvenile justice population than any other type of student with disabilities and are more likely to be incarcerated in residential programs.

### 3.3 QA Methods

The QA review process uses multiple data sources to evaluate the quality of educational services each DJJ program provides. QA reviews include self-reported information and involve two-to-three day on-site visits. Larger programs may require more than one QA reviewer and more than three days for their on-site visits.

All programs are required to submit pertinent documents and information to JJEEP prior to the on-site QA review. This self-reported information is updated via a telephone call to the program’s lead educator and/or the school district contract manager the week before the on-site visit. Programs then submit corrected or updated information to the reviewer. Final



verification of the accuracy of the self-report information is made on site during the QA review process.

The on-site portion of the review focuses on student services and ensures that state and federal laws regarding juvenile justice education are being implemented appropriately. Information about educational performance is gathered through (1) reviews of policies, student and teacher files, and school documents; (2) interviews with school administrators, support personnel, teachers, and students; and (3) observations of educational activities and services. Indicator ratings are then based on substantiated information, using multiple sources to verify program practices.

In conducting reviews, JJEPP personnel rely upon a 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 multiple data sources that JJEPP staff review during the QA process. There are occasions when reviewers will document that a particular requirement is not being met, but the overall intent of the indicator is being achieved. In these instances, the reviewer will determine the numerical QA score in relation to all of the indicator's performance evidence, not just in relation to a single requirement that is not being met.<sup>2</sup> Educational QA reviewers examine each program according to indicators, as well as benchmarks appropriate to the program type. During the 2004 QA review cycle, prior to assessing the overall quality of an indicator, reviewers first determined if the minimum requirements were being met within each benchmark. Indicators have different numbers of benchmarks across program types. Additionally, some benchmarks are defined as "critical" within certain indicators.

Though each program type is expected to perform specific functions within the three QA standards for which programs are responsible (transition, service delivery, and educational resources), each program's set of indicators and benchmarks are adapted to meet the needs of students specific to that 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 all 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 that is responsible for the program. The complete 2004 QA standards for all program types can be found in Appendix C.

## Rating System

Programs can receive ratings of superior (7-9), satisfactory (4-6), partial (1-3), or nonperformance (0). Before rating an indicator, reviewers first determine if minimum requirements within a single benchmark are met. Each benchmark is rated as pass/fail. If a minimum requirement within a non-critical benchmark is not met, a rating of no higher than

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<sup>2</sup> Some requirements are weighted more when they are federal or state mandates or when they are determined by DOE to be of such importance that full compliance is required.

satisfactory (5) is assigned for that indicator. When a minimum requirement is not met for a critical benchmark, the indicator is assigned a below satisfactory rating (0-3).

The rating definitions used by reviewers to score individual indicators during reviews are as follows:

- Superior Performance = 7, 8, 9
  - The expected outcome of the indicator is clearly being met; there are very few, if any, 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 a clearly evident program-wide dedication to the overall performance of the indicator.
- 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.
- 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.
- Nonperformance = 0
  - The expected outcome of the indicator is clearly not being met, and the specific requirements of the indicator are not being addressed.

For each program, an average score of all applicable indicators under each of the four QA standards is calculated. This is called 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 educational resource) is calculated. This is called the *overall mean*.

Six categories of overall performance are used to identify and divide educational programs based on the overall mean of their QA review scores for standards one through 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 2004 QA scores for the 188 programs reviewed, including specific indicator scores for each program, are listed in Appendix F. This appendix groups all programs according to the analyses provided in this chapter: program type, security level, school district, and program provider, including specific providers and their profit status.

### 3.4 2004 Educational QA Review Findings

The following comparisons provide information on the performance of various program types and administrative models. It is important to take into account the changes in the educational QA standards from 2003 to 2004 when making cross-year comparisons and before drawing conclusions about changes in performance scores from year to year. It should be noted that the standards have generally become more demanding, reflecting the commitment of DOE and JJEEP to high standards and continuous quality improvement. More specifically, significant changes occurred to the QA standards and process between 2003 and 2004. Most of the changes occurred as a result of the ongoing implementation of the *No Child Left Behind Act* (NCLB). Major differences include the addition of new requirements for reading, Florida Comprehensive Assessment Test (FCAT) participation, and highly qualified teachers. Process changes include the addition of program self-report information, compliance ratings of critical benchmarks, and a reduction in the amount of time spent on site reviewing a program.

Table 3.4-1 contains the standard and overall means for programs reviewed in 2004, by program type (residential commitment programs, day treatment programs, and detention centers) and security level. Although each of these program types is subject to different QA standards, including a different number of indicators, various benchmarks, and modified programmatic requirements, all are reviewed according to the same three standard areas (transition, service delivery, and educational resources). Programs can be compared by the mean of each QA standard and by the mean of the overall QA scores.

Table 3.4-1: 2004 Standard Means and Overall Means by Security Level

<i>Security Level</i>	<i>Number of Programs</i>	<i>Transition Mean</i>	<i>Service Delivery Mean</i>	<i>Educational Resources Mean</i>	<i>Contract Management Mean</i>	<i>Overall Mean</i>
Detention	25	5.68	6.44	6.22	6.36	6.11
Prevention	20	4.40	5.78	5.70	5.25	5.31
Intensive Probation	5	4.33	5.20	5.09	4.80	4.89
Conditional Release	1	4.33	6.66	5.66	6.00	5.22
Mixed - IP & CR	14	4.24	5.19	5.17	5.29	4.86
Sex Offender	1	4.00	4.00	5.67	4.00	4.56
<b>Day Treatment Total</b>	<b>41</b>	<b>4.33</b>	<b>5.49</b>	<b>5.44</b>	<b>5.20</b>	<b>5.08</b>
Conditional Release	1	4.33	7.33	5.50	7.00	5.75
Low Risk	13	4.10	5.36	5.31	5.00	4.87
Moderate Risk	75	4.65	5.80	5.56	5.21	5.32
Mixed - Mod & Low	1	5.67	6.00	4.50	7.00	5.50
High Risk	24	4.69	5.75	5.44	5.63	5.28
Mixed - Mod & High	5	4.40	5.67	5.71	4.60	5.21
Mixed - High & Max	1	5.67	6.67	5.50	7.00	6.00
Maximum Risk	2	3.84	5.50	4.75	3.00	4.69
<b>All Residential</b>	<b>122</b>	<b>4.59</b>	<b>5.76</b>	<b>5.49</b>	<b>5.25</b>	<b>5.26</b>
<b>All Programs</b>	<b>188</b>	<b>4.68</b>	<b>5.79</b>	<b>5.58</b>	<b>5.39</b>	<b>5.33</b>

Note. The overall mean cannot be calculated by adding 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 2004 QA review cycle.

Of the 188 programs reviewed in 2004, 122 (65%) were residential commitment programs, 41 (22%) were day treatment programs, and 25 (13%) were detention centers. Of the QA standards for transition, service delivery, and educational resources, the highest rated standard across all program types was service delivery, which averaged 5.79. In contrast, transition was the lowest rated standard, with an average score of 4.68. A score of 5.00 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. Detention centers performed better than both residential and day treatment programs across all standards. Day treatment programs had the lowest scores in all standards on average. In all programs, the transition services standard had the lowest mean score, whereas all programs received their highest score in the service delivery standard.

Overall mean scores ranged from 4.56 in a day treatment sex offender program to 6.11 in detention centers. High-risk programs received the lowest mean score (3.84) in the transition services standard, while one residential conditional release program had the highest mean score (7.33) in the service delivery standard. There was substantial variation in the QA scores for different programs and for different program types. For instance, individual program total mean scores ranged from 0.88 to 7.83.

All programs combined had an overall mean of 5.33. This is a slight decrease compared to the previous year's score (5.65). This decline was due largely to the new requirements of NCLB. Some of these requirements are related to reading assessment, curriculum services, and employment of highly qualified teachers. To comply with this act, several new procedures were used to evaluate the quality of the juvenile justice educational institutions.

Because failure to meet minimum requirements within a single critical benchmark results in the entire indicator being assigned a below satisfactory rating (0-3), the critical benchmark for FCAT participation may have lowered the scores for the testing and assessment indicator and, hence, the mean for the transition standard. The FCAT participation benchmark had the highest failure rate compared to all other benchmarks. Only 31% of residential and day treatment programs passed the critical benchmark for FCAT participation (112 out of 163 programs failed this benchmark). Additionally, the new benchmark for diagnostic reading assessment (relating to the new *Just Read, Florida!* requirement) resulted in a failure rate of over 40%.

Table 3.4-2 provides an overview of program performance by listing the percentage of programs in each performance category.

**Table 3.4-2: Categories of Overall Performance by Number and Percentage for Reviewed Programs**

<i>Overall Performance Category</i>	<i>Score Range</i>	<i>Number of Programs</i>	<i>Percentage of Programs</i>
Superior Performance	7.00-9.00	13	7%
High Satisfactory Performance	6.00-6.99	45	24%
Satisfactory Performance	5.00-5.99	67	36%
Marginal Satisfactory Performance	4.00-4.99	45	24%
Below Satisfactory Performance	1.00-3.99	17	9%
Poor Performance	0-1.00	1	0%
<b>Total</b>		188	100%

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

Of the 188 reviewed programs, 13 (7%) scored in the superior performance range, and 45 (24%) scored in the high satisfactory performance range. The largest proportion of programs (67 programs, or 36%) scored in the satisfactory performance range. Forty-five (24%) programs scored in the marginal satisfactory performance range, and only 18 (10%) programs scored in the below satisfactory performance range. The distribution of QA scores in 2004 approximates a normal distribution. See Appendix F for the 2004 ranking of all programs by overall mean scores.

Comparison of standard means provides an overall picture of program performance; however, to identify weak and strong areas within each standard requires an analysis at the indicator and benchmark levels. Table 3.4-3 breaks down mean indicator ratings by program type during the 2004 QA review cycle.

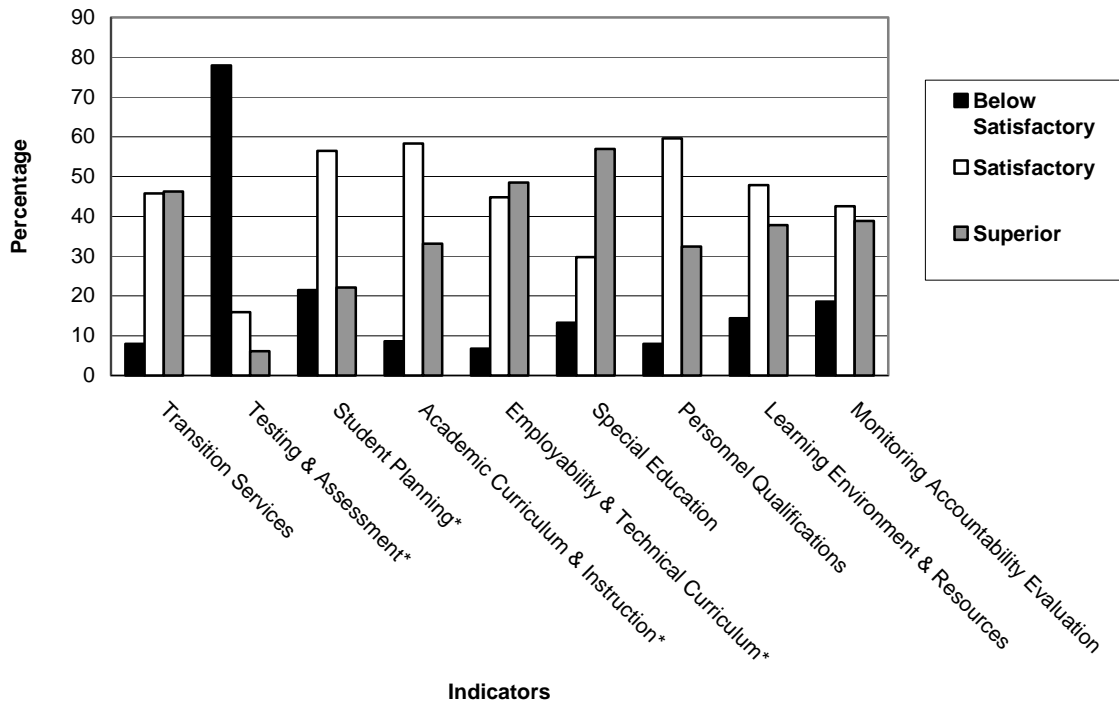
Table 3.4-3: Indicator Ratings by Program Type in 2004 (Mean Scores)

<i>Indicator Names</i>	<i>Residential</i>	<i>Day Treatment</i>	<i>Detention</i>	<i>Overall Scores</i>
Transition Services	5.68	5.85	6.20	5.79
Testing & Assessment	3.20	2.61	NA	3.06
Student Planning	4.89	4.51	NA	4.79
Academic Curriculum Instruction	5.57	4.90	NA	5.40
Employability Technical Curriculum	5.80	6.05	NA	5.86
Special Education	5.90	5.51	6.72	5.93
Personnel Qualifications	5.69	4.61	6.52	5.56
Learning Environment Resources	5.30	5.49	5.92	5.43
Monitoring, Accountability, Evaluation	5.25	5.20	6.36	5.39
Assessment and Planning	NA	NA	5.16	5.16
Curriculum & Instruction	NA	NA	6.16	6.16
Student Attendance	NA	6.27	NA	6.27

Overall, the student attendance indicator for day treatment programs had the highest rating (6.27), followed by curriculum instruction in detention centers (6.16), and the rating for Special education in all program types (5.93). The testing and assessment indicator within residential and day treatment programs had the lowest rating (3.06). Of the three program types, the Special education indicator for the detention centers had the highest mean score (6.72), while the testing assessment for day treatment programs had the lowest mean score (2.61). This is due to the high failure rate in the FCAT participation benchmark. Special education had the highest mean (5.90) for residential programs, while testing assessment had the lowest mean (3.20). For day treatment centers, attendance had the highest mean score (6.27) and, once again, testing assessment had the lowest mean score (2.61). The maximum and minimum mean indicators are 6.72 for special education and 5.25 for assessment and planning.

Figure 3.4-1 reports the percentage of programs receiving below satisfactory, satisfactory, and superior ratings by each indicator for all programs.

Figure 3.4-1: Indicator Ratings for All Programs

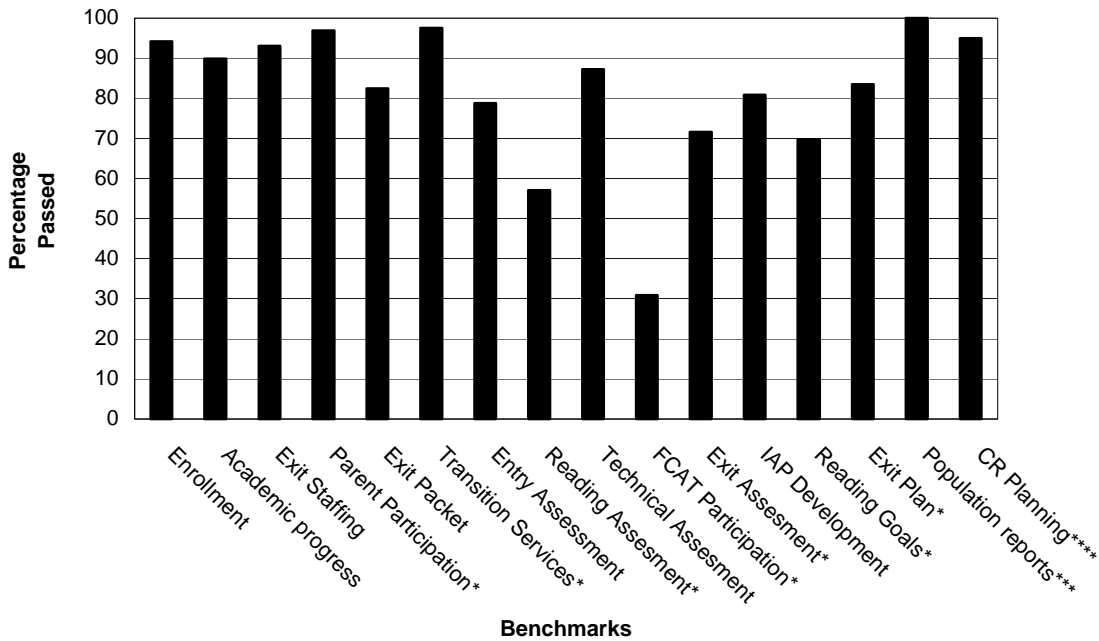


\*Residential and Day Treatment only \*\*Detention only \*\*\*Day Treatment only

For residential and day treatment programs, testing and assessment was the most problematic indicator with a failure rate of 74% in residential programs, 90% in day treatment programs, and 78% combined. As discussed previously, this is due to the high failure rate for the FCAT participation benchmark. The assessment and planning indicators for detention centers also had a high rate of below satisfactory scores (36%). The student attendance indicator for day treatment programs (56%), curriculum instruction for detention centers (60%), and the Special education indicator for all programs (57%) had the highest percentages of superior ratings. Sixty percent (60%) of all programs received a satisfactory rating for the personnel qualifications and professional development indicator, followed by the academic curriculum instruction indicator (58%). As discussed previously, indicators within the service delivery standard had higher ratings in the satisfactory and superior performance categories.

The comparison of standard means provides a general picture of overall performance of the juvenile justice educational programs; however, the rating of the standards sums up the assessment of programs based on various indicators and benchmarks. The analysis of indicators, presented previously, breaks standards into their subcomponents and gives a clearer picture of how programs are performing in various areas. The next level of information provides a more detailed picture of the performance for these programs. The analysis of benchmarks may help identify the low and high performing areas in a more qualitative fashion. Figures 3.4-2 through 3.4-5 demonstrate the percentages of passed benchmarks within each standard for all program types.

Figure 3.4-2: Percentage of Passing Benchmarks in the Transition Standard

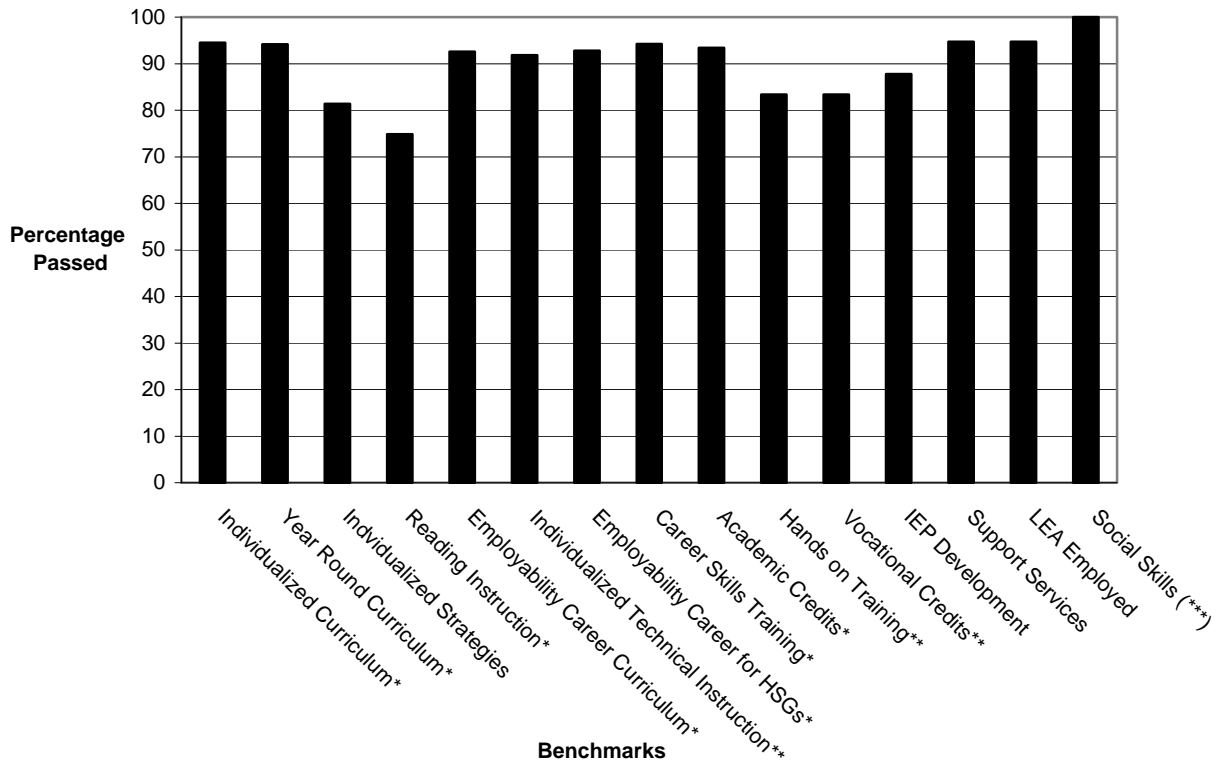


Residential and Day Treatment only \*\*Residential only \*\*\*Detention only \*\*\*\*Day Treatment only \*

Within the transition standard, the benchmark with the lowest pass rate was FCAT participation (31%) followed by reading assessment (57%). Enrollment, academic progress, exit staffing, parent participation, transition service, population reports (all detention centers passed this benchmark), and conditional release planning benchmarks had a pass rate over 90%, while the remaining benchmarks had pass rates between 60% to 90%.



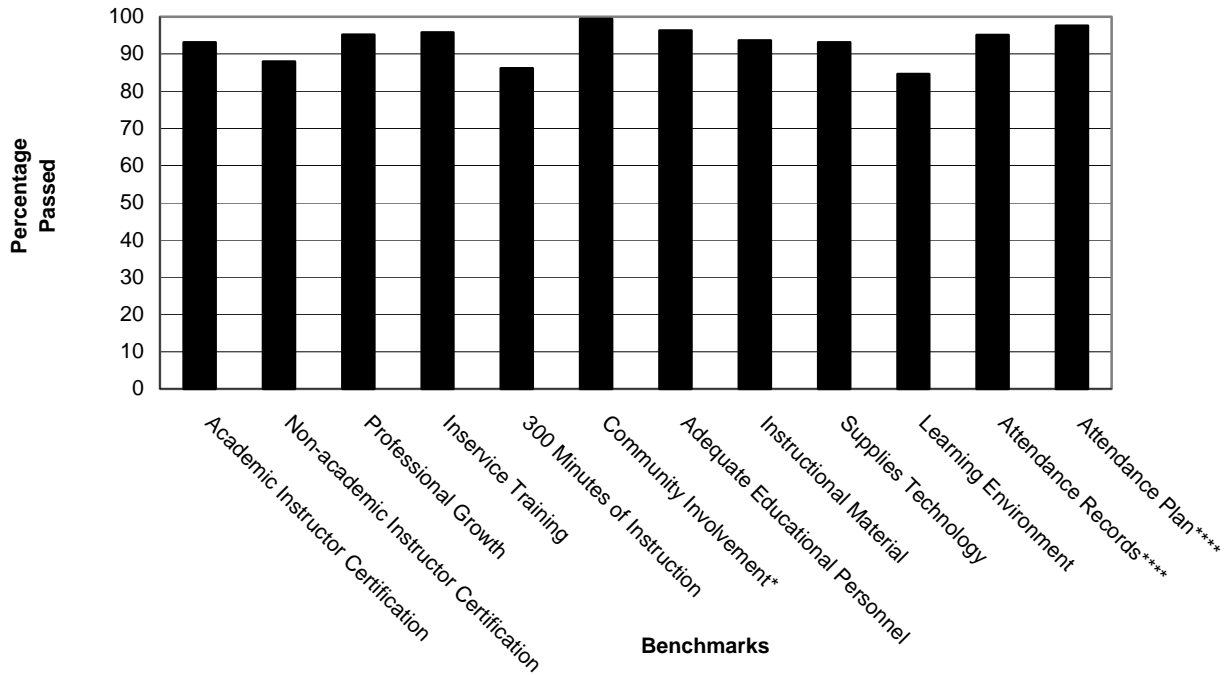
Figure 3.4-3: Percentage of Passing Benchmarks in the Service Delivery Standard



\* Residential and Day Treatment only \*\* Residential Only \*\*\*Detention Only \*\*\*\*Day Treatment Only

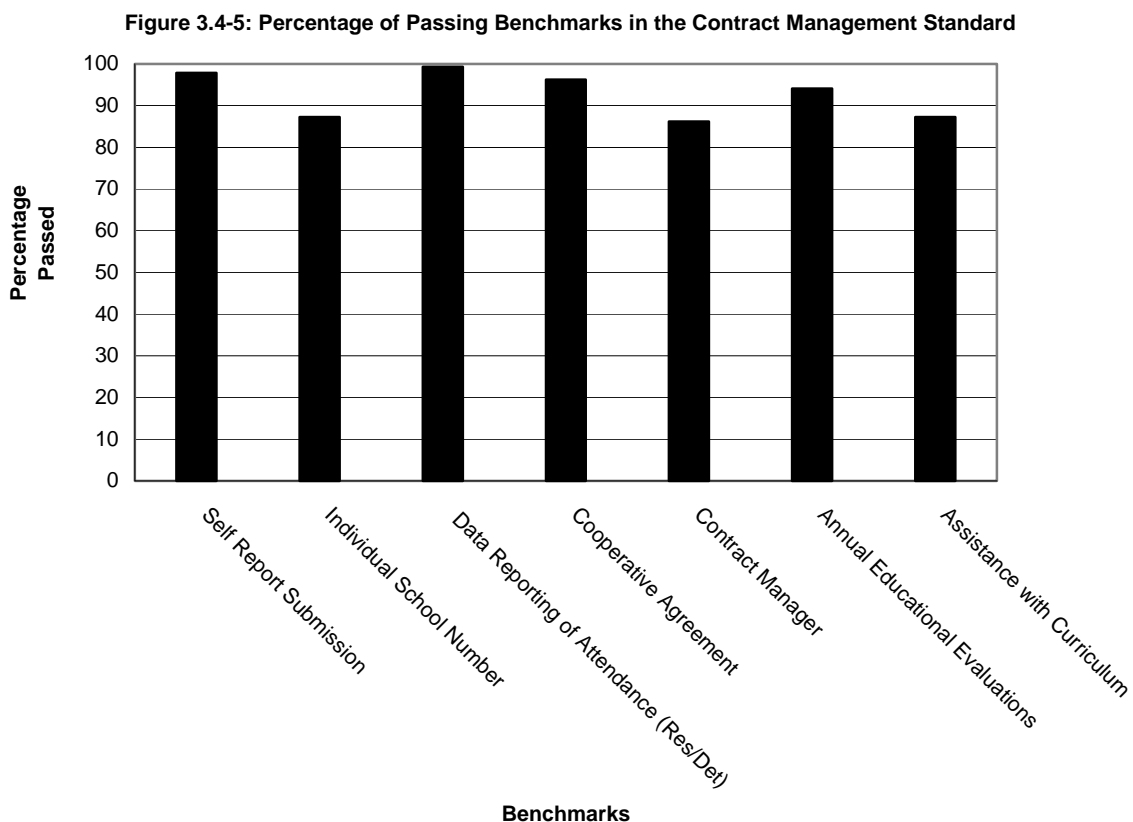
In the service delivery standard, reading instruction had the lowest rating (75%), while benchmarks for individualized strategies, hands-on vocational training, vocational credits, and IEP development had pass rates between 80% and 90%. All other benchmarks in the service delivery standard had a pass rate higher than 90%.

Figure 3.4-4: Percentage of Passing Benchmarks in the Educational Resources Standard



\* Residential and day treatment \*\* Residential Only \*\*\*Detention Only \*\*\*\*Day Treatment Only

Within the standard for educational resources, all but three benchmarks had pass scores in more than 80% of the programs. The benchmark for learning environment had a pass rate of 85% followed by a rate of 86% for instruction for 300 minutes and 88% for non-academic instructor certification. The pass rates display less variation in the resources standard relative to the transition and service delivery standards.



Finally, most school districts performed well in contract management. The lowest pass rate for the contract management standard was 86% (contract manager benchmark), and more than 90% of the programs passed in most of the other benchmarks. The benchmark for self-report submission had the highest pass rate. As in the resource standard, pass rates for contract management standard benchmarks displayed less variation overall.

### 3.5 QA Results for Providers and Programs

Generally, the statewide findings show that there has been a slight decline in all standards and certain indicators compared to the 2003 scores. This can be attributed to the demanding requirements brought by NCLB. Although these findings help assess the overall performance of the juvenile justice educational programs, they do not identify the specific programs that have superior, satisfactory, or below satisfactory performances. The following analysis provides rankings of the programs by school district and education provider; the analysis identifies exemplary programs as well.

Table 3.5-1 identifies the 2004 mean QA review scores for each standard and the overall mean scores for each of the supervising school districts for both district-operated and district-contracted programs. When determining the overall quality of a juvenile justice educational

program, it is important to consider the total number of programs supervised by the school district. Table 3.5-1 is divided into four categories based on the number of programs under the 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 3.5-1: 2004 Standard and Overall Means for Supervising School Districts Ranked by Overall Mean**

<i>Number of Programs Supervised</i>	<i>Supervising School District</i>	<i>Number of Programs</i>	<i>Transition "Mean</i>	<i>Service Delivery Mean</i>	<i>Educational Resources Mean</i>	<i>Contract Management Mean</i>	<i>Overall Mean</i>
1 Program	Hardee	1	6.00	7.33	6.50	6.00	6.63
	Union	1	5.67	7.33	6.00	7.00	6.38
	Holmes	1	7.00	6.00	5.00	6.00	6.13
	Citrus	1	5.67	6.67	5.50	7.00	6.00
	Levy	1	4.33	7.33	5.50	7.00	5.75
	Jefferson	1	4.00	5.00	5.00	2.00	4.63
	Glades	1	4.00	5.00	4.00	2.00	4.38
	Hamilton	1	3.33	3.33	5.00	2.00	3.75
	Hernando	1	3.00	4.00	4.50	3.00	3.75
	Bradford	1	1.00	1.33	2.50	1.00	1.50
<b>Total</b>			<b>4.40</b>	<b>5.33</b>	<b>4.95</b>	<b>4.30</b>	<b>4.89</b>
2-3 Programs	Martin	2	5.17	6.67	6.50	6.50	6.07
	Walton	2	5.50	7.00	5.50	7.00	6.07
	Liberty	2	5.34	6.33	6.25	6.00	5.94
	Nassau	2	5.17	6.00	6.25	4.50	5.76
	St. Johns	3	6.00	5.78	5.18	5.67	5.71
	St. Lucie	2	5.17	5.25	5.67	5.00	5.36
	Osceola	3	3.94	6.33	5.67	6.00	5.31
	Monroe	2	3.00	4.67	6.33	4.00	4.67
	Lee	3	3.89	4.11	4.72	4.33	4.22
	Sarasota	2	3.67	4.34	4.25	3.50	4.10
	Santa Rosa	2	2.84	4.67	4.50	5.00	3.94
Madison	2	2.67	4.17	4.75	3.00	3.76	
<b>Total</b>			<b>4.36</b>	<b>5.44</b>	<b>5.46</b>	<b>5.04</b>	<b>5.08</b>
4-6 Programs	Washington	4	5.75	6.92	6.63	7.00	6.41
	Bay	4	5.38	6.71	6.92	5.00	6.31
	Collier	4	5.83	6.50	6.58	6.25	6.31
	Escambia	5	5.37	6.90	6.33	6.40	6.20
	Volusia	6	4.84	6.30	6.61	6.17	5.86
	Brevard	5	4.73	5.93	6.33	6.60	5.62
	Leon	4	4.88	6.04	5.71	5.25	5.53
	Marion	5	4.60	6.03	5.90	6.40	5.46
	DeSoto	4	4.42	5.42	5.63	3.50	5.12
	Palm Beach	6	4.08	5.61	4.97	6.17	4.90
	Okeechobee	4	4.50	4.67	4.88	2.50	4.66
Seminole	4	3.54	5.25	5.25	5.00	4.64	
Alachua	4	3.42	5.21	5.25	4.75	4.58	

<i>Number of Programs Supervised</i>	<i>Supervising School District</i>	<i>Number of Programs</i>	<i>Transition "Mean</i>	<i>Service Delivery Mean</i>	<i>Educational Resources Mean</i>	<i>Contract Management Mean</i>	<i>Overall Mean</i>
	Total		4.72	5.96	5.92	5.46	5.51
	Okaloosa	7	5.71	7.00	6.21	7.14	6.30
	Pinellas	16	5.30	6.34	6.03	5.88	5.87
	Pasco	7	4.86	6.09	6.14	5.71	5.66
7+ Programs	Hillsborough	10	4.53	6.48	5.95	6.70	5.63
	Broward	9	5.30	6.07	5.39	6.67	5.61
	Polk	9	5.22	5.52	5.09	6.00	5.29
	Manatee	7	4.09	5.52	5.62	4.43	5.04
	Orange	9	4.76	5.11	4.80	5.00	4.92
	Duval	7	3.86	5.14	4.72	4.14	4.56
	Miami-Dade	11	3.82	4.77	4.59	3.18	4.38
	Total	188	4.75	5.80	5.45	5.49	5.33

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 adding 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 2004 QA review cycle.

There are 10 school districts that only supervise one program. These programs' overall mean scores range from 1.50 for Bradford County to 6.63 for Hardee County. Twelve school districts supervise two to three programs, with overall mean scores ranging from 3.76 for Madison County to 6.07 for Martin and Walton counties. Thirteen school districts supervise four to six programs, with overall mean scores ranging from 4.58 for Alachua County to 6.41 for Washington County. Ten school districts supervise 7 to 16 programs, with overall mean scores ranging from 4.38 for Miami-Dade County to 6.30 for Okaloosa County.

Of the school districts supervising only one program, four received an overall high satisfactory score (6.00-6.99), one received a satisfactory score (5.00-5.99), two received a marginally satisfactory score (4.00-4.99), and three received below satisfactory scores (0.00-3.99). Of school districts supervising two to three programs, two received a high satisfactory score (6.00-6.99), five received satisfactory scores (5.00-5.99), three 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, four received high satisfactory scores (6.00-6.99), five received satisfactory scores (5.00-5.99), four received marginally satisfactory scores (4.00-4.99), and none received below satisfactory scores (0.00-3.99). Of school districts supervising 7 to 16 programs, one scored in the high satisfactory range (6.00-6.99), six received satisfactory scores (5.00-5.99), three received marginally satisfactory scores (4.00-4.99) and none received below satisfactory scores (0.00-3.99).

In total, 12 supervising school districts had overall mean scores in the high satisfactory range (6.00-6.99), 17 had overall mean scores in the satisfactory range (5.00-5.99), 12 had overall mean scores in the marginal satisfactory range (4.00-4.99), and five 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 rating for Okaloosa County School District is notable, considering the large number of programs the district supervises. Additionally, Escambia with five programs and Washington, Bay, and Collier with four programs each received high satisfactory overall scores. It is also interesting to note that of all school districts with more than three programs, none received overall below satisfactory scores.

Table 3.5-2 presents the 2004 standard means, ranked by overall mean, of educational program providers in both district-operated and district-contracted programs.

**Table 3.5-2: 2004 Standard Means for Both Educational Providers, Ranked by Overall Mean (School District and Contracted)**

<i>Educational Provider</i>	<i>Number of Programs</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Educational Resources</i>	<i>Contract Management</i>	<i>Overall Mean</i>
Bay	2	7.25	7.25	7.75	7.00	7.40
Escambia	2	6.59	7.75	7.50	6.00	7.23
Collier	2	6.67	7.00	7.00	7.50	6.88
Central Florida Youth Services	1	6.00	7.33	6.50	6.00	6.63
St. Lucie	1	7.00	6.50	6.00	7.00	6.50
Okaloosa	6	5.95	7.00	6.42	7.17	6.45
Washington	4	5.75	6.92	6.63	7.00	6.41
Union	1	5.67	7.33	6.00	7.00	6.38
Seminole	1	5.50	6.00	7.50	7.00	6.33
Securicor New Century	2	6.17	6.50	6.25	7.00	6.32
Radar Group, Inc	2	5.50	7.00	5.50	7.00	6.07
Martin	2	5.17	6.67	6.50	6.50	6.07
Youthtrack, Inc.	1	5.33	6.33	6.50	6.00	6.00
Liberty	1	5.00	6.33	7.00	7.00	6.00
Twin Oaks Juvenile Development	1	5.67	6.33	5.50	5.00	5.88
Keystone Educational Youth Services	1	4.33	7.00	6.50	3.00	5.88
Brevard	3	4.89	6.11	6.83	6.33	5.88
Pinellas	7	4.50	6.88	6.52	6.29	5.86
Hurricane Island Outward Bound	3	5.00	6.44	6.17	5.67	5.84
Broward	7	5.48	6.43	5.50	7.14	5.83
Volusia	5	4.80	6.16	6.60	6.40	5.78
Eckerd Youth Alternatives, Inc.	7	6.00	5.76	5.36	5.57	5.75
Florida Department of Forestry	1	4.33	7.33	5.50	7.00	5.75
Polk	6	5.56	6.06	5.42	6.50	5.71
St. Johns	3	6.00	5.78	5.18	5.67	5.71
Hillsborough	7	4.33	6.50	6.00	6.57	5.57

<b>Educational Provider</b>	<b>Number of Programs</b>	<b>Transition</b>	<b>Service Delivery</b>	<b>Educational Resources</b>	<b>Contract Management</b>	<b>Overall Mean</b>
PACE Center for Girls, Inc.	19	4.56	5.93	5.88	5.32	5.47
Pasco	5	4.67	5.87	6.00	6.00	5.45
Marion	3	4.44	6.06	5.83	6.00	5.39
Nassau	1	4.33	6.00	6.00	4.00	5.38
Osceola	3	3.94	6.33	5.67	6.00	5.31
Manatee	2	4.00	5.84	6.25	4.50	5.27
Orange	7	4.98	5.24	5.07	5.00	5.10
Duval	3	4.11	6.11	5.00	4.33	5.06
Leon	1	4.50	5.50	5.00	5.00	5.00
Human Services Associates	3	4.44	5.11	5.50	3.00	4.99
Police Athletic League Charter School	3	4.11	5.66	5.17	4.00	4.96
Associated Marine Institutes, Inc.	25	4.39	5.17	5.10	4.96	4.89
Palm Beach	4	3.96	5.67	4.88	6.25	4.85
Okeechobee	2	4.67	4.34	5.75	3.00	4.81
North American Family Institute	1	4.00	5.00	5.00	2.00	4.63
Children's Comprehensive Services, Inc.	1	4.00	4.00	5.67	4.00	4.56
VisionQuest Ltd.	2	4.34	5.00	4.00	2.00	4.50
Miami-Dade	4	4.08	4.63	4.88	2.25	4.50
Crosswinds Youth Services	1	3.67	5.00	4.13	7.00	4.33
Alachua	2	3.17	5.09	5.00	4.50	4.31
Lee	2	3.84	4.34	4.75	4.00	4.28
Affiliated Computer Services (ACS)	3	2.89	5.00	4.50	4.33	4.08
DISC Village	1	2.33	4.67	5.00	3.00	3.88
Santa Rosa	1	2.67	4.67	4.50	5.00	3.88
Bay Point Schools	3	3.00	4.78	3.67	3.33	3.83
Correctional Services Corporation and Youth Services International	2	3.00	4.17	4.50	4.00	3.81
Sarasota Family YMCA, Inc.	1	3.00	4.67	3.50	4.00	3.75
Hamilton	1	3.33	3.33	5.00	2.00	3.75
Hernando	1	3.00	4.00	4.50	3.00	3.75
Bradford	1	1.00	1.33	2.50	1.00	1.50

Note. The overall mean cannot be calculated by adding 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.

Scores in Table 3.5-2 range from a high of 7.40 for the programs Bay County School District operates to a low of 0.88 for a program Correction Services of Florida, LLC operates. Bay and Escambia counties were the only two providers to score in the superior range, but 12 providers scored in the high satisfactory range. The highest scoring providers included seven school districts with a total of 17 programs, and five contracted providers with seven programs. Nine providers scored in the below satisfactory range. The lowest scoring providers included Santa Rosa, Hamilton, Hernando, and Bradford County School Districts (each with one program and five contracted providers), Bay Point programs (with three

programs) DISC Village, Sarasota Family YMCA, Correctional Services Corporation and Correction Services of Florida (with one program each).

Beginning in 2005, JJEEP will institute an exemplary program process. The purpose of this process is to acknowledge and reward high performing programs based on previous overall QA scores and to provide more assistance and interventions as necessary to low performing programs. A juvenile justice educational program that receives an overall average QA score of 6.5 or higher will be awarded exemplary status. For the two years following the year in which the program receives an overall score of 6.5 or higher, the educational program will receive a shortened one-day review. A program that receives an overall average score of 7.0 or higher will not receive an on-site visit for one year. During the subsequent second and third years, the program will receive one-day reviews.

Table 3.5-3 identifies the programs receiving high satisfactory (6.50 and above) and superior overall mean scores during the 2004 QA review cycle.



**Table 3.5-3: Exemplary Programs Receiving High Satisfactory and Superior Overall Mean Scores in 2004, Rank-Ordered by Overall Mean Score**

<i>Program Name</i>	<i>District</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Educational Resources</i>	<i>Contract Management</i>	<i>Overall Mean</i>
Orange Detention	Orange	7.50	8.00	8.00	8.00	7.83
Bay Detention	Bay	7.50	7.50	8.00	7.00	7.67
Escambia Detention	Escambia	7.50	7.50	7.00	7.00	7.33
Bay Boot Camp	Bay	7.00	7.00	7.50	7.00	7.13
Dozier Training School for Boys	Washington	6.00	7.67	8.00	7.00	7.13
Pensacola Boys Base	Escambia	5.67	8.00	8.00	5.00	7.13
Pinellas Boot Camp	Pinellas	6.00	8.00	7.50	5.00	7.13
Collier Detention	Collier	7.00	7.00	7.00	7.00	7.00
Hillsborough Academy	Hillsborough	5.66	7.67	8.00	7.00	7.00
Jackson Juvenile Offender Correction Center	Washington	6.00	7.67	7.50	7.00	7.00
Pasco Detention	Pasco	7.00	7.00	7.00	7.00	7.00
Polk Boot Camp	Polk	7.00	7.00	7.00	7.00	7.00
St. Johns Detention	St. Johns	7.00	7.00	7.00	7.00	7.00
Lighthouse Care Center	Broward	5.67	7.67	7.50	7.00	6.95
Okaloosa Youth Academy	Okaloosa	5.67	7.67	7.50	8.00	6.88
Okaloosa Detention	Okaloosa	7.00	7.00	6.50	6.00	6.83
Camp E-Nini-Hassee	Pinellas	6.67	6.67	7.00	5.00	6.75
Collier Drill Academy	Collier	6.33	7.00	7.00	8.00	6.75
Okaloosa Youth Development Center	Okaloosa	6.33	7.00	7.00	8.00	6.75
PACE Broward	Broward	6.33	7.00	6.67	7.00	6.67
Avon Park Youth Academy	Polk	6.67	6.33	7.00	7.00	6.63
Bowling Green Youth Academy	Hardee	6.00	7.33	6.50	6.00	6.63
Youth Environmental Services	Hillsborough	5.67	7.67	6.50	8.00	6.63
New Port Richey Marine Institute	Pasco	5.67	7.00	7.00	6.00	6.56
PACE Pinellas	Pinellas	5.67	7.00	7.00	7.00	6.56
Osceola Detention	Osceola	5.50	7.00	7.00	7.00	6.50
St. Lucie Detention	St. Lucie	7.00	6.50	6.00	7.00	6.50

*Note.* Standard four, contract management, is not included in the overall mean for the 2004.

As shown in Table 3.5-2, 14% of the programs earned exemplary status. Nine of these programs are detention centers, three are day treatment programs, and the remaining 15 are residential programs. Thirty-six percent of the detention centers, 12% of the residential programs and 7% of the day treatment programs earned exemplary status in 2004. During 2004 QA review cycle, public school districts operated 20 programs (74%) with exemplary status. There are six private not-for-profit and one private for-profit program achieving exemplary status.

### 3.6 QA Trends

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 juvenile justice educational programs are public-operated (administered by school districts), and some are contracted to private providers. Furthermore, some of the private providers are for-profit organizations, while others are not-for-profit organizations.

Fueled by state statutes and following 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 proliferated. The 25 detention centers reviewed in 2004 were excluded from all provider status analyses, since all detention centers are public-operated and are held to different standards. Detention centers, as a category, scored higher than both residential and day treatment programs. Of the 163 residential and day treatment programs reviewed in 2004, 48% (78) of the educational programs were public, 44% (71) of the educational programs were private not-for-profit, eight percent (13) of the educational programs were private for-profit, and one educational program operated by the Department of Agriculture was included in the private not-for-profit group for the following analysis.

Table 3.6-1 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 2004.

**Table 3.6-1: 2004 Mean QA Scores for Public and Private-Operated Educational Programs**

<i>Provider Type</i>	<i>Number of Programs</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Educational Resources</i>	<i>Contract Management</i>	<i>Overall Mean</i>
Public/School District	78	4.61	5.90	5.72	5.65	5.37
Private Total	85	4.45	5.49	5.26	4.86	5.07
PNFP	72	4.56	5.59	5.34	5.00	5.17
PFP	13	3.87	4.95	4.82	4.08	4.53
<b>Total/Average Score</b>	<b>163</b>	<b>4.53</b>	<b>5.69</b>	<b>5.48</b>	<b>5.24</b>	<b>5.21</b>

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 5.37, and the private for-profit providers scored 4.53. The largest difference between the public and private for-profit education providers occurred in the areas of service delivery and contract management.

To further assess the quality of educational services in Florida's juvenile justice facilities, Table 3.6-2 compares QA performance over time from 1999-2004.

**Table 3.6-2: Comparative Improvement of Overall Mean QA Score from 1999-2004 by Educational Provider Type**

<i>Provider Type</i>	<i>Overall Mean QA 1999</i>	<i>Overall Mean QA 2000</i>	<i>Overall Mean QA 2001</i>	<i>Overall Mean QA 2002</i>	<i>Overall Mean QA 2003</i>	<i>Overall Mean QA 2004</i>
Public	5.48	5.51	5.72	5.73	5.77	5.37
PNFP	5.24	5.27	5.29	5.60	5.46	5.17
PFP	4.46	4.72	4.84	4.73	5.35	4.53
<b>All Facilities</b>	<b>5.33</b>	<b>5.36</b>	<b>5.48</b>	<b>5.61</b>	<b>5.58</b>	<b>5.21</b>

*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

The results summarized in Table 3.6-2 demonstrate that 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 issues of the JJEEP Annual Report 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 six years, all types of educational programs have improved or declined at similar rates. The previous trend of increasing QA scores suggests that Florida's research, QA, and technical assistance efforts are effective among all provider types. As a result of major federal and state requirements between 2003 and 2004; however, all provider types showed similar declines in their QA scores demonstrating that all have been affected by increasing accountability requirements.

### 3.7 Summary Discussion

During the 2004 QA review cycle, there were 195 educational programs under the purview of educational QA. Seven of these programs received no review. Of the 188 programs that received reviews, 122 were residential commitment programs, 41 were day treatment programs, and 25 were detention centers. Detention centers scored the highest overall (6.11), followed by residential commitment programs (5.26), and day treatment programs (5.08). Moderate risk programs represented the greatest proportion of all programs in Florida in 2004, and their average was in the satisfactory range (5.32), which is roughly equal to the average for all programs (5.33). The highest rated standard in 2004 was standard two, service delivery, which averaged 5.79. Standard one, transition, was lowest, receiving an overall mean score of 4.68.

Another important finding from the review of QA data is pass/fail rates for indicators and benchmarks. In all program types, testing and assessment was the most failed indicator,

while indicators for personnel qualification and professional development had the highest passing rate. Generally, benchmarks in the transition standards had lower pass rates and, specifically, FCAT participation was the most frequently failed benchmark (69% of residential and day treatment programs). Benchmarks within the contract management standard had relatively high pass rates.

The analysis of QA scores for 2004 demonstrates that mean scores for all standards and the overall mean slightly declined compared to the performance levels in 2003. This result may be attributed to the new requirements associated with the implementation of NCLB. Specifically, high failure rates in certain critical benchmarks, such as FCAT participation, caused the mean scores to decline.

In 2004, 58 programs (31%) scored in the high satisfactory or superior range, and 18 programs (10%) scored in the below satisfactory range. Although the number of programs that remained in high satisfactory and superior has improved slightly (by 1%) compared to last year, this improvement is tempered by a 1% increase, relative to 2003, in the number of programs staying in the below satisfactory level.

Forty-five school districts supervised juvenile justice educational programs that received QA reviews in 2004. 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 6.63 to 4.38. Overall, 12 supervising school districts received scores in the high satisfactory range, and five received a score in the below satisfactory range. (Please refer to Appendix F, Tables F-1 through F-5 for detailed data on individual educational programs.)

## CHAPTER 4

# CORRECTIVE ACTION AND TECHNICAL ASSISTANCE

### 4.1 Introduction

This chapter identifies and discusses the corrective actions and technical assistance for the 2004 quality assurance (QA) review cycle. Corrective action and technical assistance practices were developed to ensure that Florida's juvenile justice facilities maintained the highest educational standards in order to assist students in making the transition back to their local communities and increase their potential for future success in their school, work, and home settings. Both the corrective action and technical assistance processes are facilitated through a cooperative approach involving educational providers, local school districts, the Juvenile Justice Educational Enhancement Program (JJEED), the Department of Education (DOE), and the Department of Juvenile Justice (DJJ).

The corrective action process began in 1999. The process provided JJEED staff a means to identify program deficiencies. These identified deficiencies were then brought to the attention of the DOE, which worked with JJEED and the program to resolve the deficiencies in a timely manner. 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, while technical assistance continues to be generated from the corrective action process, it has become more codified. Following the 2002 review cycle, the programs identified as having the most serious deficiencies, as determined by multiple years of corrective action data, were given comprehensive follow-up technical assistance visits. It was encouraging that 24 of the 25 programs that received technical assistance following the 2002 QA review cycle showed an improvement in their scores during the 2003 review cycle. As a result of this success, after the 2003 review cycle, JJEED made similar site visits to 22 programs. Nineteen of these programs received QA reviews in 2004 and, of those, 15 improved their QA scores.

Corrective action and technical assistance afford programs and school districts the opportunity to receive targeted 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* (NCLB) became the national "raising of the bar" for educational programs throughout the country. This new accountability system contains requirements for juvenile justice schools that include annual state assessment testing,

improved transition services, highly qualified teachers, effective program evaluations, and measurable student outcomes. The corrective action and technical assistance processes that JJEEP and DOE initiated are responding to the requirements of NCLB. Moreover, in order to ensure that all programs are meeting these requirements, additional time and resources are being allocated for technical assistance to lower performing programs during the 2004 QA review cycle.

This chapter is comprised of six subsequent sections. Section 4.2 describes the new protocol for system improvement. Section 4.3 reports the data analysis of corrective actions, below satisfactory indicators, and most frequently failed benchmarks. Section 4.4 illustrates the methods for identifying the areas most in need of technical assistance, describes the methods for delivering technical assistance to programs and school districts, and examines the effect of special on-site technical assistance visits. Section 4.5 reports upon the JJEI conference and workshop activities related to system improvement. Section 4.6 provides a summary discussion of the system improvement process.

## **4.2 Corrective Action Protocol**

The corrective action, or system improvement, process began in 1999 with five priority indicators. In comparison, the 2004 system improvement process focuses on all indicators, with particular emphasis on the critical benchmarks, which are areas identified as crucial to the delivery of quality educational services. Overall changes to the content of the 2004 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 the 2004 standards. As a result, the number of indicators within each standard has been reduced. In 2004, there are nine indicators for residential programs, while day treatment programs have an additional indicator to address attendance, and detention centers have two fewer indicators than residential programs and exclude vocational curriculum and instruction and some transition and student planning requirements. All indicators in the 2004 QA standards are considered priority indicators.

As explained in Chapter 3, prior to assessing the overall quality of an indicator, reviewers first determine if minimum requirements are met within each benchmark. Failure to meet minimum requirements within a single non-critical benchmark will result in a rating no higher than satisfactory (5) for that indicator. Failure to meet minimum requirements within a single critical benchmark will result in the entire indicator being assigned a rating no higher than partial (3).

The 11 critical benchmarks 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

9.1 data management

Appendix C includes the 2004 QA standards for all program types with indicators and benchmarks for each program type.

A corrective action plan (CAP) is required for all educational programs that receive a below satisfactory rating (lower than 4) in standard one, transition; standard two, service delivery; or standard three, educational resources. The CAP generates a process enabling programs to identify processes and procedures that may be contributing to the program's below satisfactory rating. To isolate the areas that are contributing to the underlying problems, programs with corrective actions conduct needs assessments of teachers, administrators, and students. With assistance from JJEPP and DOE, the school district is responsible for the development of the CAP using the JJEPP format. The CAP is to be returned to JJEPP within 90 days of the date of the official notification letter from DOE. DOE reviews and approves all CAPs. School districts are required to meet all timelines in the State Board of Education Rule (SBER) for the implementation of CAPs.

If a CAP is required, the program receives a follow-up visit that provides additional technical assistance and verifies that the program is successfully implementing the CAP. Additional follow-up visits are conducted if necessary. Once the CAP is implemented, the school district superintendent approves and signs the CAP implementation form, which is then to be submitted to the JJEPP QA Coordinator within six months of the date of the official notification letter from DOE.

Sanctions shall be initiated against programs that have not taken appropriate corrective action within six months. 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, does not meet the minimum standards for an indicator of the educational QA review, or has demonstrated noncompliance with state and federal requirements, DOE shall initiate a series of interventions and graduated sanctions.

Sanctions may include public release of unsatisfactory findings and 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 (SBE) 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.

Rule 6A-6.05281, FAC, additionally 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.

If a program is having difficulty implementing its CAP in a timely manner, technical assistance may be offered as an intervention 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, postal mail, e-mail, or networking opportunities. If the program requires additional help, the reviewer may make arrangements to visit the program that received a corrective action.

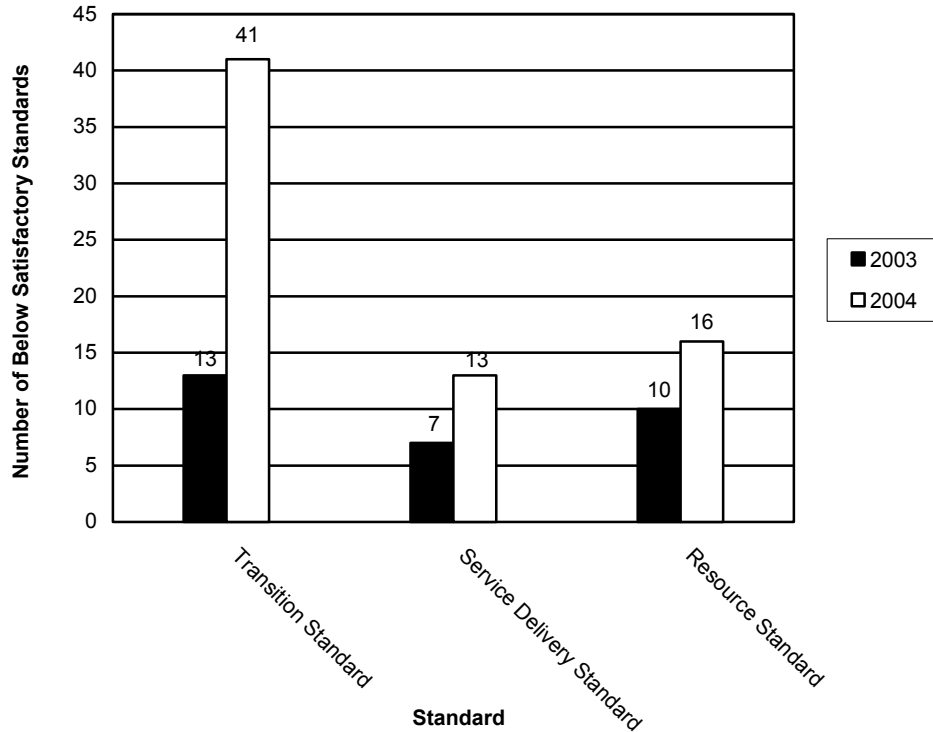
The following section provides analyses of deficiencies generating a CAP during the 2004 QA review cycle. The findings are reviewed at the standard, indicator, and benchmark levels. Additionally, a list of the programs with overall below satisfactory performance is provided. The analyses generally demonstrate that the transition standard is identified with most of the deficiencies generating a CAP.

### **4.3 Corrective Action Trends**

Figure 4.3-1 compares the number of standards scoring below satisfactory for 2003 and 2004. All types of programs are included in this chart. In 2004, a program received a corrective action for failing any of the standards; however, programs that received below satisfactory scores in more than one standard were only required to submit one CAP. The bars for 2004 represent the number of programs receiving a below satisfactory score in each standard. The total of the numbers in all bars may be different from the total number of CAPs received in 2004.



Figure 4.3-1: Number of Below Satisfactory Standards in 2003 and 2004



The number of programs receiving a below satisfactory score in each standard increased in 2004 as compared to 2003. In both years, the highest number of corrective actions occurred within the transition standard. This has been a consistent finding, indicating that there is a continuing need for technical assistance in this area. As mentioned previously, however, the dramatic increase in corrective actions is partly due to the new NCLB requirements and, particularly, the high failure rate in the Florida Comprehensive Assessment Test (FCAT) participation and reading assessment benchmarks, which significantly decreased the scores for the transition standard.

At this point, it is important to know which programs were identified with these deficiencies. Table 4.3-1 identifies the programs receiving below satisfactory overall mean scores during the 2004 QA review cycle.

**Table 4.3-1: Programs With Below Satisfactory Overall Mean Scores**

<b>Program Name</b>	<b>Supervising District</b>	<b>Level</b>	<b>Transition</b>	<b>Service Delivery</b>	<b>Educational Resources</b>	<b>Contract Management</b>	<b>Overall Mean</b>
Tiger Success Center	Duval	High Risk	1.00	0.67	1.00	1.00	0.88
Alligator Creek STOP Camp	Bradford	Low Risk	1.00	1.33	2.50	1.00	1.50
Central Florida Marine Institute	Polk	Prevention	1.33	3.00	2.33	4.00	2.22
First Step Four Adolescent Services	Seminole	Low Risk	2.33	2.33	3.00	3.00	2.50
Southern Glades Youth Academy	Dade	Moderate Risk	3.00	3.00	2.50	3.00	2.90
Bay Point - Kendall (Miami Halfway House)	Dade	Moderate Risk	2.67	3.33	3.00	3.00	3.00
Florida Ocean Science Institute	Broward	Day Treatment	3.00	2.67	3.33	3.00	3.00
Orlando Marine Institute	Orange	Day Treatment	3.33	3.00	3.33	3.00	3.22
WINGS (Women in Need of Greater Strength)	Dade	Moderate Risk	3.67	2.33	4.00	2.00	3.25
Sabal Palm School (Polk YDC)	Polk	High Risk	3.67	3.67	2.50	5.00	3.40
San Antonio Boys Village	Pasco	Moderate Risk	2.00	4.33	4.50	4.00	3.50
JoAnn Bridges Academy	Madison	Moderate Risk	3.00	3.67	4.50	3.00	3.63
Panther Success Center	Hamilton	Moderate Risk	3.33	3.33	5.00	2.00	3.75
Sarasota YMCA Character House	Sarasota	Moderate Risk	3.00	4.67	3.50	4.00	3.75
Withlacoochee Juvenile Residential Facility	Hernando	Low Risk	3.00	4.00	4.50	3.00	3.75
Blackwater STOP Camp	Santa Rosa	Low Risk	2.67	4.67	4.50	5.00	3.88
Greenville Hills Academy	Madison	Moderate Risk	2.33	4.67	5.00	3.00	3.88
Palm Beach Marine Institute	Palm Beach	Day Treatment	3.33	4.00	4.33	7.00	3.89

*Note.* Standard four, contract management, is not included in the overall mean for the 2004 QA review cycle.

Eighteen (approximately 10%) of the programs scored below satisfactory in their overall mean. This is an increase in the number of programs performing below satisfactory from the previous year. Most of these programs are residential facilities. The overall scores range

from .88 (Tiger Success) to 3.89 (Palm Beach Marine Institute). Some programs on the list consistently received below satisfactory scores in all standards, suggesting that the low overall score is not only due to the effect of a single standard score. Scores for the transition standard were generally lower than other scores.

Table 4.3-2 breaks down the percentage of corrective actions received by each type of provider to assess the effect of privatization on the quality of the juvenile justice educational programs. 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. This category is included with the not-for-profit programs for analysis.

**Table 4.3-2: 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	103	22	309	7%
Contracted Providers	Not-for-Profit	72	18	216	8%
	For-Profit	13	6	39	15%
<b>Total</b>		188	46	564	8%

The overall corrective action percentage is 8%. As Table 4.3-2 illustrates, school district operated programs receive fewer corrective actions than contracted providers. The percentage for school district operated providers was 7% of possible corrective actions as compared to 8% for private not-for-profit and 15% for private for-profit programs.

Of the 103 school-district-operated programs, 35 (in 14 districts) had zero corrective action percentage. Despite the high number of programs operated by Broward, Okaloosa, and Volusia Counties (greater than five), none of these districts received a CAP. Thirteen of the 25 private providers did not receive any corrective actions. Three private providers had a corrective action percentage that was less than 30%. The remaining nine private providers had a corrective action percentage of 33%.

Overall, the figures at provider and program levels 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. In the case of a private provider, the responsibility for improving the quality of educational services is the task of both the private provider and the local school district. It is the school district's ultimate responsibility to provide Florida's students with a quality education.

A comparative analysis of the 2003 and 2004 data was conducted to examine the programs that received consecutive corrective actions. The following programs have scored below satisfactory in either standard one, standard two, or standard three for the past two years:

- Bay Point Schools North
- Central Florida Marine Institute
- JoAnn Bridges Academy
- Orlando Marine Institute
- Panther Success Center
- Price Halfway House
- Sarasota YMCA Character House

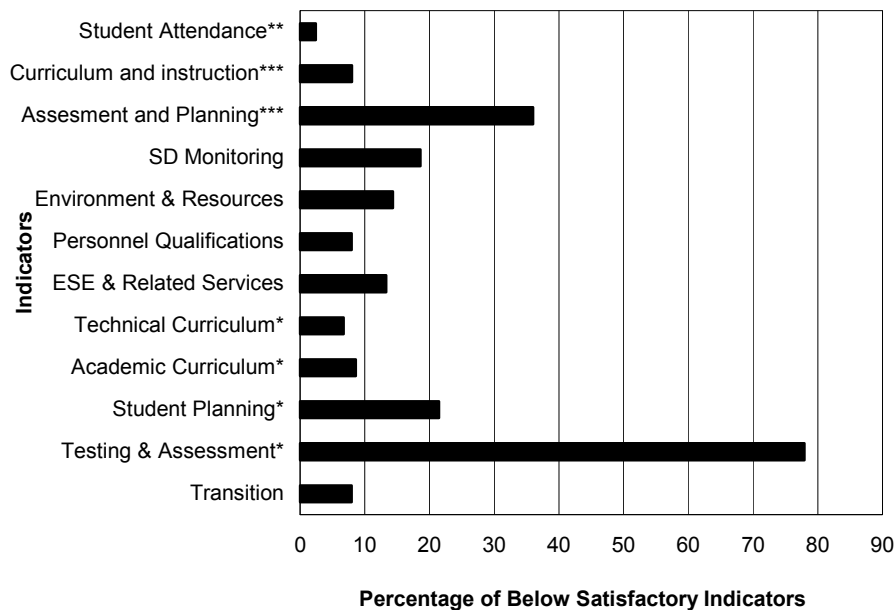
In all of these programs, at least one standard was rated below satisfactory in two consecutive years. The area that most frequently received a corrective action was the transition standard.

The previous analysis gives the overall performance of programs but does not demonstrate the indicators and benchmarks performing below satisfactory level. The next section reports the data for the low performing indicators and benchmarks.

### Below Satisfactory Indicators

Figure 4.3-2 shows the number of programs receiving below satisfactory ratings in each indicator.

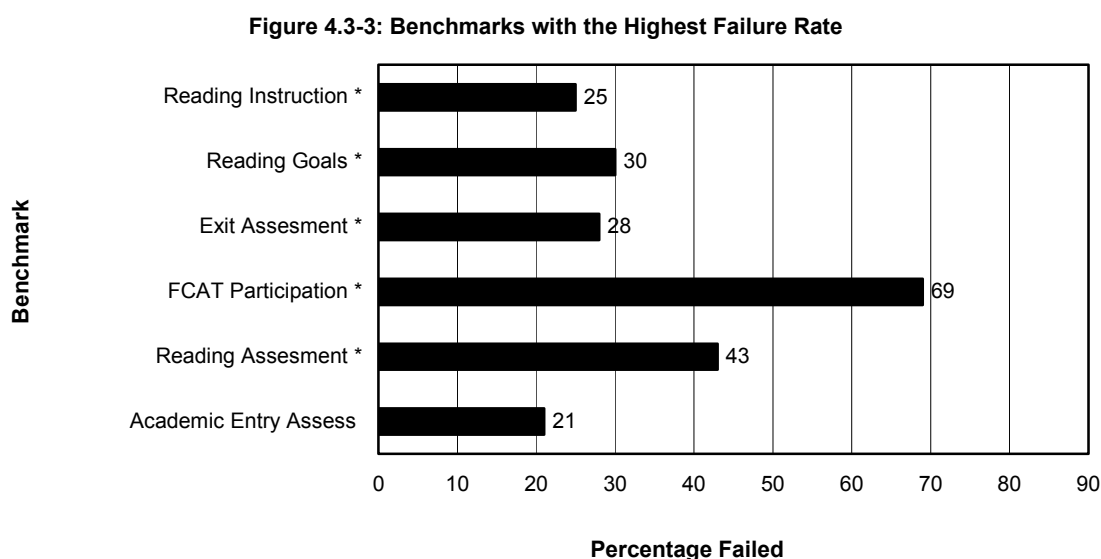
Figure 4.3-2: Percentage of Below Satisfactory Indicators in 2004



Note: Residential and day treatment programs only  
 \*\* Day treatment programs only  
 \*\*\*Detention indicator for assessment and planning

Testing and assessment was the most frequently failed indicator, with a failure rate of 78% (127 out of 163 residential and day treatment programs) in contrast to student attendance (1 out of 41 day treatment centers or 2% failure rate) and technical curriculum (11 out of 163 residential and day treatment programs or 7% failure rate). Detention centers had a failure rate of 36% (9 out of 25 programs) in the assessment and planning indicator, while the student planning indicator for residential and day treatment centers received a below satisfactory score in 21% (35 out of 163) of the programs. It should be noted that most programs received below satisfactory ratings for indicators within the transition standard.

As mentioned in Chapter 3, starting with the 2004 QA review cycle, those programs failing a critical benchmark are assigned a rating no higher than 3 for the entire indicator. Figure 4.3-3 shows the most frequently failed benchmarks among all programs.



ote: \*Residential and day treatment programs only

N

The FCAT participation benchmark had a 69% failure rate; this was followed by the reading assessment benchmark (43%). Both benchmarks are in the testing and assessment indicator. Furthermore, four of the six most frequently failed benchmarks were in the transition standard. The large number of deficiencies generating corrective actions within this standard is due to the high failure rates regarding the four benchmarks, in the same standard, reported in Figure 4.3-3. Only one benchmark, reading instruction failed in the service delivery standard, with a rate of 25%. None of the benchmarks within the educational resource or contract management standards reached a failure rate greater than 20%.

An important finding related to the distribution of the failed indicators is that public providers had a lower failure rate than private providers. Table 4.3-3 contains the percentage of below satisfactory indicators (BSI) received by each type of provider.

**Table 4.3-3: Percentage of Below Satisfactory Indicators (BSI) by Provider Type**

<i>Type of Provider</i>		<i>Number of Programs</i>	<i>Number of BSI</i>	<i>Possible Number of BSI</i>	<i>BSI Percentage</i>
Direct					
Service	School District Operated	103	145	878	17%
Contracted					
	Not-for-Profit	72	137	687	20%
Providers	For-Profit	13	34	118	29%
<b>Total</b>		188	316	1,683	19%

As Table 4.3-3 shows, school district operated programs performed better than both types of contracted providers, whereas private for-profit institutions had the highest percentage of BSI. School district operated programs failed in 145 of 878 possible indicators (17%), while the same rate was 20% for private not-for-profit programs and 29% for private for-profit programs. The overall failure rate stayed at 19%, for a total of 316 below satisfactory scores out of 1,683 possible indicators.

Table 4.3-4 lists, by school district, the number of school district operated programs, the possible number of BSIs they could have received, and their BSI percentages.

**Table 4.3-4: Comparative Analysis of School-District-Operated Programs' Below Satisfactory Indicator (BSI) Percentages in 2004**

<i>School District</i>	<i>Number of Programs</i>	<i>Number of BSIs</i>	<i>Number of Possible BSIs</i>	<i>BSI Percentage</i>
Bradford	1	8	9	89
Hamilton	1	6	9	67
Marion	3	4	7	57
Okeechobee	2	7	18	39
Dade	4	13	34	38
Lee	2	6	16	38
Hernando	1	3	9	33
Alachua	2	5	16	31
Manatee	2	5	16	31
Leon	1	2	7	29
Duval	3	6	25	24
Nassau	1	2	9	22
Palm Beach	4	6	27	22
Santa Rosa	1	2	9	22
Pasco	5	8	43	19
Orange	7	10	61	16
Osceola	3	4	25	16
Hillsborough	7	9	59	15
Brevard	3	3	25	12
Polk	6	6	52	12
Pinellas	7	7	62	11
Liberty	1	1	9	11
Martin	2	2	18	11
Okaloosa	6	5	45	11
Union	1	1	9	11
Washington	4	4	36	11
Broward	7	6	61	10
Escambia	2	1	16	6
Volusia	5	2	43	5
St. Johns	3	1	25	4
Bay	2	0	16	0
Collier	2	0	16	0
St. Lucie	1	0	7	0
Seminole	1	0	7	0
<b>Total</b>	103	145	846	17

For school districts, the percentage of BSIs ranges from 0% (Bay, Collier, St. Lucie, and Seminole) to 89% (Bradford), with an overall rate of 17% for 103 programs. All school districts with more than five programs have a failure rate less than 20%, while the districts with a smaller number of programs have a higher failure rate for BSI. Volusia County failed in only two out of 43 possible indicators, while Broward and Pinellas counties (seven programs each) failed less than 12% of the possible indicators.

Table 4.3.5 illustrates the percentage of BSIs by each private provider. The table is organized according to the BSI percentage in descending order. Each private provider is

listed, along with the number of programs to which they provide educational services, the number of possible BSIs they could have received, and their percentage of BSIs.

**Table 4.3-5: Comparative Analysis of Private Providers' Below Satisfactory Indicator (BSI) Percentages in 2004**

<i>Private Provider</i>	<i>Number of Programs</i>	<i>Number of BSIs</i>	<i>Number of Possible BSIs</i>	<i>BSI Percentage</i>
Correction Services of Florida, LLC	1	9	9	100%
Bay Point Schools	3	15	27	56%
DISC Village	1	4	9	44%
Affiliated Computer Services (ACS)	3	11	27	41%
Sarasota Family YMCA, Inc.	1	3	9	33%
Keystone Educational Youth Services	1	3	9	33%
Human Services Associates	3	8	27	30%
Correctional Services Corporation/ Youth Services International, Inc	2	5	18	28%
Associated Marine Institutes, Inc.	25	59	244	24%
Police Athletic League Charter School	3	6	27	22%
North American Family Institute	1	2	9	22%
Crosswinds Youth Services	1	2	10	20%
VisionQuest Ltd.	2	3	18	17%
PACE Center for Girls, Inc.	19	28	190	15%
Youthtrack, Inc.	1	1	9	11%
Twin Oaks Juvenile Development	1	1	9	11%
Hurricane Island Outward Bound	3	3	27	11%
Florida Department of Forestry	1	1	9	11%
Central Florida Youth Services	1	1	9	11%
Children's Comprehensive Services, Inc.	1	1	10	10%
Securicor New Century	2	1	18	6%
Radar Group, Inc	2	1	18	6%
Eckerd Youth Alternatives, Inc.	7	3	63	5%
<b>Total</b>	<b>85</b>	<b>171</b>	<b>805</b>	<b>21%</b>



As Table 4.3-5 shows, the percentage of BSIs ranges from 5% to 100%, with an overall rate of 21% for 85 programs. The single program operated by Correction Services of Florida failed in all indicators. Seven providers had a failure rate at or higher than 30%, while 11 providers had a failure rate lower than 20%. Given the high numbers of programs operated by Associated Marine Institutes, Inc. (25 programs) and PACE Center for Girls, Inc. (19 programs), their relatively low percentages of below satisfactory indicators is noticeable (24% and 15%, respectively).

The next three sections discuss the methods of technical assistance that address the identified deficiencies outlined previously in this chapter. Highlighted in Section 4.4 are on-site technical assistance visits. This section analyzes how technical assistance needs are assessed and delineates the methods JJEEP uses to provide this needed TA.

## 4.4 Technical Assistance

Technical assistance continues to be delivered to increase the performance of all programs. It is delivered either by telephone calls, faxes, postal mail, e-mail, or via special on-site technical assistance visits. This section describes the delivery of technical assistance and reports the findings related to special on-site visits.

The targeted assistance protocol, implemented this year, and the corrective action process continue to be the primary methods of identifying the technical assistance needs; however, individual requests from programs and school districts also generate various technical assistance efforts. The following section describes the technical assistance that JJEEP staff provided to programs in 2004 either during on-site QA reviews or through communications, including telephone, postal mail, fax, or e-mail.

In 2004, service delivery was the principal area for which programs and school districts requested technical assistance. Data were collected from the QA reviews to determine the QA standard that required the most technical assistance. Figure 4.4-1 shows the amount of technical assistance that was given in 2004 for the four standards. The special on-site visits are not included.

Figure 4.4-1: Frequency of Technical Assistance for Each QA Standard

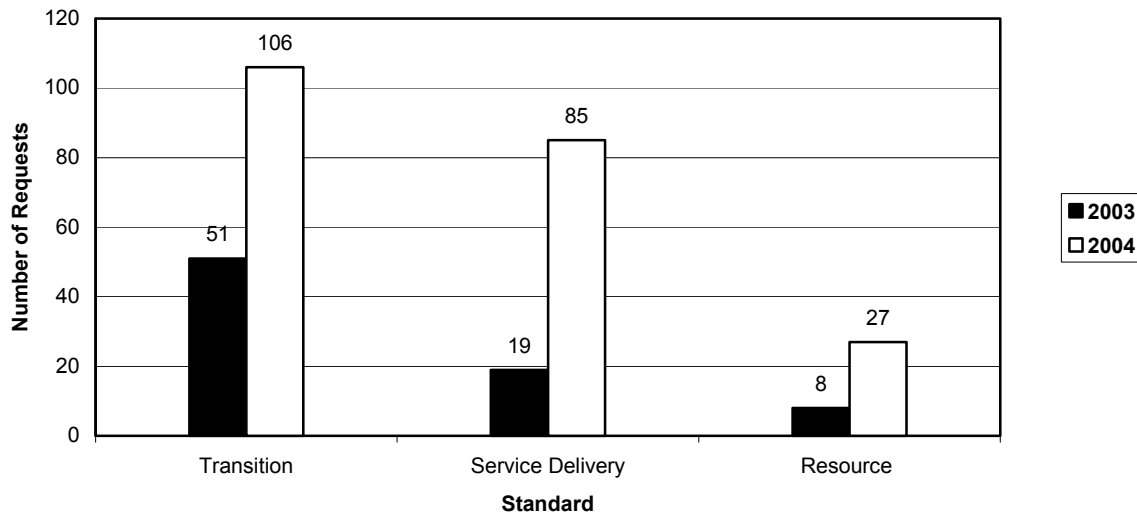


Figure 4.4-1 illustrates the continuing need for technical assistance in 2004. There was an increase in the frequency of technical assistance given for all standards during the 2004 review cycle, which can be attributed to the focus on legislation from NCLB and the *Just Read, Florida!* initiative. Many teachers and administrators sought guidance in the area of reading assessment. This issue also was addressed in many panels during the Juvenile Justice Education Institute and Southern Conference on Corrections (JJEI), which will be discussed in the next section.

Within the transition standard (in addition to reading assessment), career and writing assessments, FCAT self report requirements, and the development of individualized academic plans (IAPs) were the most common areas for which technical assistance was given. Special education-related areas, the development of an special education delivery model, special education review process, certification, and the development of individual educational plan (IEP) goals received most of the technical assistance in service delivery standard. Finally, within the educational resources standard, the top two areas receiving technical assistance were teacher certification and NCLB resource materials regarding highly qualified teacher requirements.

### Special On-Site Technical Assistance: Follow-up From 2003

Postal 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, to expand the successes of last year’s on-site technical assistance, JJEI and DOE personnel conducted 22 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 program was new, or if the program or school district requested additional technical assistance. Of the 22 site visits, one was a new program and one experienced a provider change in 2003. The increase in special on-site technical assistance, which began during the 2003 QA cycle, was due to JJEEP's emphasis on providing more one-on-one technical assistance to programs.

Table 4.4-1 illustrates the difference between 2003 and 2004 QA scores after special on-site technical assistance was provided. Tabulation involved identifying the 2003 low scores and their corresponding indicators. Only the indicators that were targeted for technical assistance were considered in this analysis. Indicators in 2004 were matched to the prior 2003 indicators. The scores from 2003 were subtracted from 2004 scores to obtain the difference between the years.

**Table 4.4-1: Special On-Site Technical Assistance Follow-Up Visit**

<b>Program</b>	<b>2003 QA Score</b>	<b>Indicator(s) Targeted for Technical Assistance</b>	<b>2004 QA Score</b>	<b>Difference</b>
Alachua Halfway House	5.17	Student Planning	2.33	-2.84
PACE Alachua	4.13	Student Planning & Personnel Qualifications	4.67	+0.54
Tiger Success	4.91	Student Planning & Funding	1.00	-3.91
Florida Environmental Institute	3.76	Transition, Academic Curriculum, & Data Management	3.33	-0.43
Tampa Marine Institute	3.25	Transition	4.67	+1.42
JoAnn Bridges Academy	2.92	Transition, Resources, and Contract and Data Management	3.50	+0.58
MATS Halfway House & SOP	6.71	Student Planning	5.67	-1.04
Marion Youth Development Center	2.95	Academic Curriculum, Contract & Data Management	5.00	+2.05
Dade Detention Center	3.50	Transition, Service Delivery, Resources, Contract Management	4.12	+0.62
Dade Marine Institute	3.00	Student Planning & Personnel Qualifications	3.50	+0.50
Everglades Youth Academy	3.72	Transition, Academic Curriculum & Data Management	4.11	+0.39
Bay Point Schools –Main	4.50	Student Planning & Data Management	4.67	+0.17
Emerald Coast Marine Institute	4.13	Assessment, Exit Transition & Personnel Qualifications	4.67	+0.54
Vision Quest	2.44	Transition, Resources, and Contract and Data Management	3.56	+1.22
Sago Palm	3.75	Assessment, Exit Transition & Academic Curriculum	5.50	+1.75
Character House	3.75	Academic Curriculum, Personnel Qualifications, & Data Management	4.10	+0.35
GOALS	4.61	Student Planning, Exit Transition, & Academic Curriculum	5.00	+0.39
St. Lucie Detention Center	4.25	Curriculum	6.50	+2.25
Hastings Youth Academy	4.17	Student Planning	6.33	+2.16

Due to the significant changes between the individual indicators in 2003 and 2004, the scores that are reported here are the standard scores that contain the indicators that received technical assistance.

As illustrated in Table 4.4-1, most programs demonstrated improvement after receiving special on-site technical assistance. The average improvement of their scores was .35. Although Kelly Hall Halfway House received technical assistance, it did not receive a review in 2004 due to severe damage from hurricanes. Of the remaining two programs that received on-site visits but did not receive a QA review, Sabal Palm School had a provider change in 2003 and, therefore, was not reviewed. St. John's Regional Residential Facility received an on-site visit for being a new program. At the end of the 2004 QA review cycle, similar on-site technical assistance site visits will be conducted for all of the programs required to develop a CAP.

## 4.5 Conferences and Trainings

Since 1998, in the spirit of information sharing and collaborative exchange, JJEEP has hosted and participated in numerous training sessions and conferences. During 2004, JJEEP staff presented and participated in the following conferences and meetings:

### Statewide

- Juvenile Justice Education Institute and Southern Conference on Corrections (JJEI) in Orlando, Florida, July 2004 (See description of this conference below.)
- 2005 Standards Revision Meeting in Orlando, Florida, July 2004

### National

- American Correctional Association (ACA) Conference in New Orleans, Louisiana, January 2004.
- U.S. Department of Education Conference, hosted by the American Institute of Research, in New Orleans, Louisiana, February 2004
- U.S. Department of Education Conference, hosted by the American Institute of Research, in Portland, Oregon, May 2004.
- National Juvenile Court Judges, in Las Vegas, Nevada, March 2004.
- ACA Conference, in Chicago, Illinois, July 2004.
- U.S. Department of Education Conference, hosted by the American Institute of Research, in Washington, D.C., October 2004.
- American Society of Criminology (ASC) Conference, in Nashville, Tennessee, November 2004.

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 practices research.

## **Juvenile Justice Education Institute and Southern Conference on Corrections**

In addition to the panels and workshops at JJEI, Dr. Thomas G. Blomberg provided the attendees with opening remarks for the first day of the conference. Jim Warford, Chancellor for K-12 Public Schools, and Charles Chervanik, DJJ's Assistant Secretary for Residential and Correctional Facilities, both spoke on the second day of the conference. On day three, Shan Goff, K-12 Deputy Chancellor for Student Achievement, gave a closing speech and provided conference participants with a legislative update. After the panels and closing remarks, the 2005 standard revision meeting was held.

Approximately 300 practitioners participated in the July 2004 JJEI conference, which JJEPP and the DOE co-sponsor. This annual event provides school districts, providers, and educators an opportunity to network and share their ideas, strategies, and best practices. The 2004 conference was held over three days and included a variety of workshops presented by JJEPP and DOE staff and other juvenile justice practitioners across Florida. Table 4.5-1 highlights a few of the workshops presented.

Table 4.5-1: 2004 JJEI Workshops

<i>Workshop Title</i>	<i>Workshop Description</i>
How'd they get here? A Risk Factor Explanation for Delinquency	Reviewed the characteristics that make youth high risk for delinquency as demonstrated by decades of research.
Many-Measures for Maximum Momentum: Direct Reading Instruction for Secondary Students	Demonstrated simple research-based strategies to improve the reading of adolescents at an accelerated pace. Additionally, reviewed how elementary needs differ from youth in secondary grades.
What Works? Evidence Based Treatment for Juvenile Delinquency Programs	Reviewed evidence-based delinquency treatments that have been shown to work and describes the <i>What Works</i> Initiative that aims at integrating the different programs.
Florida Virtual School	Described the Florida Virtual School, which offers 75 free courses to Florida's youth.
Celebrating Girls: Making a Difference One Girl at a Time!	Focused on the core components and specific strategies of effective gender programming.
Clarity on Assessment and Diagnosis for Reading and Incorporating IAPs and IEPs	Reviewed effective methods for data driven instruction appropriate for students with reading deficiencies.
Seven Steps to Effective Reading Instruction	Provided teachers with a framework to guide them through effective reading instruction, starting with entry assessment and ending with an appropriate exit transition plan.
The National Transition Project and NCLB Requirements for Juvenile Justice Schools	Discussed USDOE and the American Institute for Research's transition plan for delinquent youth and reviewed NCLB requirements that are intended to improve delinquent youths' educational opportunity.
Adequate Yearly Progress	Provided information about how to calculate adequate yearly progress.
Continuous System Improvement and Accountability through Educational Quality Assurance and Technical Assistance	Reviewed quality assurance and technical assistance processes, with a focus on program and student performance outcomes and new legislation requirements.
Selecting Juvenile Justice Education Demonstration Sites and Identifying Processes Contributing to Academic Achievement and Positive Community Reintegration Outcomes	Presented results of research assessing the relationship between educational opportunity and academic attainment, as well as the relationship between return to school, public school attendance, and rearrest.

As Table 4.5-1 illustrates, many of the workshops focused upon reading efficiency in juvenile justice facilities, NCLB requirements, and data-driven best practices. According to the JJEI 2004 conference evaluation, participants found the workshops informative and relevant to their current educational needs. Workshops addressing NCLB and the *Just Read Florida!* initiative received considerable praise for their comprehensive and valuable information. The overall quality of the workshops that JJEI presented was a 4.72 out of a possible 5 points.

Comments included:

- “Excellent in every way. Very Useful”
- “Most informative presentation.”
- “Very organized with excellent delivery.”
- “Presenter was passionate about the topic.”
- “Great ideas!”
- “Great Session with many useful tips!”

## **JJEEP Website: [www.jjeep.org](http://www.jjeep.org)**

In the development of the website, JJEEP attempted to provide its visitors with comprehensive coverage of JJEEP’s multiple and interrelated functions and activities. It provides fast and convenient access to current information on QA review protocol, QA 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, technical assistance papers (TAPs), DOE memos, frequently asked questions and answers, and links to other useful sites. Recently, a comprehensive list of all programs and their contact information has been added, which has enhanced networking capabilities. Additionally, JJEEP is currently developing a list of vocational planning resources that may be helpful in assisting students with employment as part of their successful reintegration into community life. 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.

## **4.6 Summary Discussion**

The targeted assistance and corrective action processes are becoming an institutionalized tool for programs and school districts. Additionally, technical assistance is increasingly focusing on habitually lower performing programs. Generally, these programs have had the most corrective actions and need for technical assistance for several years. DOE and JJEEP staff conducted special on-site technical assistance visits to help these programs facilitate necessary changes.

Data analyses indicate that there is an increase in the number of programs receiving below satisfactory scores in various indicators and an increase in the number of programs receiving corrective actions. In 2004, more programs had below satisfactory scores in QA standards compared to 2003. These results are largely due to the new requirements of NCLB. This act represents a significant raising of the bar for quality education and contains numerous requirements for juvenile justice schools. As a result of the new requirements, all programs are required to comply with the new educational and accountability standards. The general decrease in the performance quality of juvenile justice educational programs can be



attributed, largely, to the impact of the new regulations; however, the improvement brought by the on-site technical assistance visits remains notable. As Table 4.4-1 demonstrates, most programs performed better compared to their previous record. Given the general QA decline in 2004, the positive changes created by on-site visits confirm the importance of the assistance provided by JJEPP.

The components of the system improvement plan ensure that quality education is being provided to youths in juvenile justice facilities. It continues to be one of several methods used by JJEPP to improve the quality of educational services provided to all students in Florida's DJJ programs. Technical assistance is readily available by phone, postal mail, fax, and e-mail, and by visiting JJEPP's website ([www.jjeep.org](http://www.jjeep.org)). The response during this year's JJEI in Orlando confirmed that practitioners in juvenile justice education are receiving technical assistance in critical areas of need, such as the reading initiative and the requirements of NCLB.

In accordance with NCLB's Title I, Part D, Sec. 1432 requirement that states use program evaluation results for improvement, JJEPP has increased the scope of its technical assistance for 2004 and will continue to do so in 2005. In this effort, JJEPP will further focus and intensify its efforts on identifying and assisting low performing programs and designating high performing programs as demonstration sites to assist other facilities.

## **Requesting Technical Assistance**

To request technical assistance for your program, e-mail [ta@jjeep.org](mailto:ta@jjeep.org), call the JJEPP 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

## THE RELATIONSHIP BETWEEN TEACHER QUALIFICATIONS AND QUALITY EDUCATIONAL PROGRAMS

### 5.1 Introduction

The purpose of this chapter is to provide an assessment of teacher certification, subject area teacher qualifications, teaching experience, and teacher turnover levels. The subsequent sections present data on the extent of Florida's compliance with the *No Child Left Behind Act* (NCLB) highly qualified teacher requirements and trend data on the qualifications and characteristics of teachers in juvenile justice education programs.

As discussed in Chapter 2, 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 highly qualified teachers. In turn, local education agencies (LEAs) are responsible for demonstrating annual progress in the increasing qualifications for all teachers of core academic subjects.

This chapter examines the aforementioned variables as they relate to quality assurance (QA) program performance. The information presented is based on 188 reviews conducted during the 2004 QA cycle. The chapter is comprised of three subsequent sections. Section 5.2 briefly reviews the literature and research questions regarding teacher qualifications and characteristics. Section 5.3 provides the methods and results of teacher qualifications and experience in juvenile justice education programs statewide, and Section 5.4 provides a summary discussion of the chapter's findings.

### 5.2 Teacher Qualifications

Education research consistently supports the conclusion that teachers with professional certification who teach in their areas of certification are the most effective classroom instructors. While the first step in quality education may be the hiring and retention of appropriately qualified teachers, the second step seems to be ensuring that these teachers are teaching within their areas of certification in order to maximize the utility of their specialized knowledge and training. The existing literature is generally supportive of these recommendations.

An important factor to consider when examining the quality of educational staff is the teacher turnover rate. Ingersoll (2002g; 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: 17% compared to the 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 teacher demand problems, it remains unclear whether they will help solve long-term teacher retention problems and how they will 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 policymakers; 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 they are teaching (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, but it has also been shown to affect student gains. As cited by Darling-Hammond (2002), a study conducted by Monk (1994) found that a lack of college course work in the subject area being taught had a negative effect on 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. While some studies have found a strong positive association between teacher certification, preparation and experience, and students’ achievement (Darling-Hammond, 2000; Fetler, 2001), full certification and in-field teaching have been cited as the strongest predictors of student achievement (Darling-Hammond, 2000). It also has been demonstrated that non-certified new teachers have a negative effect on students’ achievement (Darling-Hammond, 2000). A similar effect has been found in relation to student dropout rates: increased teacher experience/preparation and dropouts are negatively related, whereas a positive association exists between inexperienced/non-certified teachers and student dropout rates (Darling-Hammond, 2000).

Previous literature reviews are far from consistent. For example, in response to Ingersoll’s position, Friedman (2000) cited several studies documenting that teacher certification is not consistently and strongly related to student achievement. According to Goldhaber and Brewer (1997): “[T]he percentage of teachers with at least a BA degree is statistically insignificant in all four subject areas. According to available evidence, one cannot be

confident that hiring more educated teachers...will improve student performance” (citing Hanushek, 1986). “[W]e are far from being able to specify the qualities of effective teaching, in mathematics or science or in general” (citing Shavelson, McDonnell, & Oakes, 1989). It has been contended, however, that these insignificant and inconsistent findings are a result of specification error (e.g., aggregating to school level, omitting teacher personality characteristics, etc.) (Goldhaber & Brewer, 1996). Once more “refined” measures were applied, in-area teaching was found to have a strong positive effect on students’ mathematics and science test scores (Goldhaber & Brewer, 1996). This argument was supported by a later study of eighth graders’ math assessments (Wenglinsky, 2002). Controlling for socioeconomic status and class size, Wenglinsky found that the teacher’s major is strongly associated with students’ achievement, as are several areas of professional development (e.g., in higher-order thinking skills and diversity) and teaching methods (e.g., hands-on learning and higher-order thinking skills).

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 the effective teaching of other subjects. Furthermore, teaching methods often accumulate over time as teachers experiment with different strategies while they gain experience in their early years of teaching.

Although subject area 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 certified 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 as identified in the literature. The following section explains the methods and data used to determine statewide teacher quality in juvenile justice education programs and provides results

### **5.3 Methods and Results**

One way to assess the quality of Florida’s 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 on 188 detention, day treatment, and residential facilities with available teacher certification data. In 2004, there were 1,110 educational staff members, including lead educational administrators and support staff, working in these 188 programs. Among them were 192 exceptional student education (ESE) and guidance support staff who did not have teaching assignments. The remaining 918 were teachers whose primary duties were teaching academic, elective, vocational, and technology classes. Eighty-five teachers, identified as responsible for vocational and technology instruction and who did not teach non-vocational classes, were removed from the teacher certification analysis in order 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 who did not teach in a classroom were also removed from the analysis. Thus, 833 teachers were included in the following analyses. Among them, 47% (392) were male teachers, and 53% (441) were female teachers.

In addition, the following tables report the number and percent of teachers in relation to various qualifications and characteristics. When comparing teacher qualifications and characteristics to QA scores, the statistical method used is Pearson’s correlation coefficient (r). This statistical method quantifies the extent to which two variables co-vary together. The significance of the relationship (p-value<.05) confirms that the relationship between the two variables is not due to chance and it is statistically meaningful in a larger population.

Table 5.3-1 shows the types of certifications held by teachers and the percentage of teachers holding each type from 2001 to 2004.

**Table 5.3-1: Level of Certification 2001-2004**

	<i>Professional Certification</i>		<i>Temporary Certificate</i>		<i>Statement of Eligibility</i>		<i>School District Approved</i>		<i>Non-Certified</i>		<i>Total</i>	
	%	n	%	n	%	n	%	n	%	n	%	n
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)
2004	65%	(541)	20%	(167)	10%	(80)	2%	(17)	3%	(28)	100%	(833)

Note. Row percentages may not add to 100% due to rounding. .

The number of teachers with professional certification increased significantly between 2001 and 2004. At the same time, there has been a striking drop in the number of school district approved teachers. Although the percentage of noncertified teachers remained relatively constant in 2001-2003, the number decreased remarkably in 2004. The implementation of NCLB likely contributed to these positive changes.

As illustrated by Table 5.3-2, school district providers had significantly more professionally certified teachers than private education providers in 2004. Meanwhile, private facilities have a strikingly larger percentage of noncertified teachers than do school district operated facilities.

Table 5.3-2: Certification Status of Teachers by Educational Provider Type in 2004

Type of Certification	School District Operated (78 programs)		Private Not-For- Profit (71 programs)		Private For-Profit (13 programs)		Total in State (162 programs)	
	%	n	%	n	%	n	%	n
	Professional Certification	83%	(255)	40%	(134)	44%	(19)	60%
Temporary Certificate	13%	(39)	32%	(105)	33%	(14)	23%	(158)
Statement of Eligibility	2%	(5)	21%	(68)	14%	(6)	12%	(79)
School District Approved	3%	(8)	2%	(6)	2%	(1)	2%	(15)
Non-Certified	1%	(2)	7%	(23)	7%	(3)	4%	(28)
<b>Total</b>	102%	(309)	102%	(336)	100%	(43)	101%	(688)

Note. This table's analysis excludes the one program operated by the Florida Department of Agriculture and detention centers. The numbers of teachers are in parentheses. Column percentages may not add to 100% due to rounding.

When comparing school district providers with private not-for-profit education providers, school district operated facilities employed significantly more teachers having professional certification and fewer teachers having temporary certificates and statements of eligibility, or who were non-certified. School district providers employed a significantly larger percentage of teachers having professional certification (82.5%), compared to private not-for-profit (39.9%) and private for-profit providers (44.2%). School district providers employed fewer teachers with temporary certificates and statements of eligibility, and there were only two teachers employed, without certification, by school district providers.

In general, the results indicate that the instructional staff hired by private educational providers are less qualified in terms of professional certification 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 school district and private providers of juvenile justice education, and it remains to be seen what the educational impact will be on youths exposed to these different teachers.

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, levels and types of certifications, and 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 teachers who have professional certification.

Table 5.3-3 shows the correlation between the percentage of teachers with professional certification and QA scores for each of the QA indicators and 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 2004. This relationship was statistically

significant at the 0.05 level. Among the correlations between the percentage of teachers with professional certification and nine indicators, five of them were significant at 0.001.

**Table 5.3-3: Relationship Between Scores on QA Indicators and Proportion of Teachers with Professional Certification**

<i>Indicator</i>	<i>Coefficient</i>	<i>Standard</i>	<i>Coefficient</i>
Indicator 1: Transition Services	-0.018	<b>Standard 1: Transition</b>	0.041
Indicator 2: Testing and Assessment	0.267***		
Indicator 3: Student Planning	0.259***	<b>Standard 2: Service Delivery</b>	0.155*
Indicator 4: Academic Curriculum and Instruction	0.275***		
Indicator 5: Employability, Career, and Technical Curriculum	0.268***	<b>Standard 3: Educational Resources</b>	0.225**
Indicator 6: ESE and Related Services	0.199**		
Indicator 7: Educational Personnel Qualifications and Professional Development	0.548***	<b>Standard 4: Contract Management</b>	0.180**
Indicator 8: Learning Environment and Resources	-0.008		
Indicator 9: School District Monitoring, Accountability, and Evaluation	0.180**	<b>Mean Overall QA Score 2004</b>	0.144*

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

All correlations are computed as Pearson-r correlation coefficients. Tests of statistical significance are one-sided.

A strong relationship between the use of teachers with professional certification and standard three, educational resources, 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 indicator 7, educational personnel qualifications and professional development, professionally certified teachers also participated in continuing education and in-service training more than teachers with temporary certificates and non-certified teachers. Further, the proportion of teachers with professional certification affected the programs' QA ratings with regard to educational resources.

The relationship between the prevalence of teachers with professional certification and standard two, service delivery, was statistically significant at the 0.05 level. Not surprisingly, indicator 4, academic curriculum and instruction, and indicator 5, employability, career, and technical curriculum, are among the strongest correlates of the proportion of certified teachers.



Even though the relationship between standard one and the prevalence of teachers with professional certification was not significant, it was significantly related to indicator 2, testing and assessment and indicator 3, student planning, which suggests that educational programs having a higher percentage of teachers with professional certification serve the individual needs of students better and deliver transition services more successfully than programs with lower percentages of teachers with professional certification.

Table 5.3-4 shows the correlation between the percentage of certified (professional and temporary) teachers and QA scores for each of the QA indicators, standards, and the overall mean QA score. Not surprisingly, those programs having a greater proportion of teachers with professional or temporary certification had a higher overall mean QA score for 2004. This relationship was statistically significant at the 0.01 level.

**Table 5.3-4: Relationship Between Scores on QA Indicators and Proportion of Teachers with Professional Certification or Temporary Certification**

<i>Indicator</i>	<i>Coefficient</i>	<i>Standard</i>	<i>Coefficient</i>
Indicator 1: Transition Services	0.011	<b>Standard 1: Transition</b>	0.139*
Indicator 2: Testing and Assessment	0.207**		
Indicator 3: Student Planning	0.197**	<b>Standard 2: Service Delivery</b>	0.181**
Indicator 4: Academic Curriculum and Instruction	0.207**		
Indicator 5: Employability, Career, and Technical Curriculum	0.200**	<b>Standard 3: Educational Resources</b>	0.165*
Indicator 6: ESE and Related Services	0.166*		
Indicator 7: Educational Personnel Qualifications and Professional Development	0.417***	<b>Standard 4: Contract Management</b>	0.170**
Indicator 8: Learning Environment and Resources	0.005		
Indicator 9: School District Monitoring, Accountability, and Evaluation	0.170**	<b>Mean Overall QA Score 2004</b>	0.176**

\*p<.05. \*\*p<.01. \*\*\*p<.001. All correlations are computed as Pearson-r correlation coefficients. Tests of statistical significance are one-sided.

The results presented in Table 5.3-4 are very similar to those in Table 5.3-3. The results show that the use of teachers with professional and temporary certification affected programs' overall QA scores, and thus, the quality of education delivered to juvenile justice students incarcerated in the programs. To provide historical perspective, 60 programs had all professionally and temporarily certified teachers in 2002, and 14 programs had no teachers with professional or temporary certification during 2002. During 2003, while 93 programs

had all professionally and temporarily certified teachers, 11 programs had no teachers with professional or temporary certification. The implementation of NCLB led to the remarkably positive change in hiring teachers with professional or temporary certification in 2004. More specifically, during 2004, while 121 programs had all professionally and temporarily certified teachers, three programs had no teachers with professional or temporary certification, which negatively affected the programs' QA scores.

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 or juvenile justice schools that serve neglected, delinquent, and academically at-risk students. To illustrate the frequency of this problem, Table 5.3-5 highlights the percentage of teachers teaching in-field for core academic subjects in Florida's juvenile justice schools.

Table 5.3-5 displays the number of academic courses taught in 2004 by subject area certified 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 5.3-5: Number of Academic Courses Taught by Subject Area Certified Teachers and Out-of-Field Teachers 2004**

<i>Certification/Teaching</i>	<i>Math</i>		<i>English</i>		<i>Social Studies</i>		<i>Science</i>	
	%	n	%	n	%	n	%	N
Courses taught by Subject Area								
Certified Teachers	21%	(66)	31%	(118)	37%	(108)	23%	(65)
Courses taught by Out-of-Field								
Teachers	79%	(252)	69%	(265)	63%	(186)	77%	(218)
<b>Total</b>	100%	(318)	100%	(383)	100%	(294)	100%	(283)

According to the data presented in Table 5.3-5, the majority of teachers teaching core academic courses do not hold certifications in these content areas. While social studies courses have more teachers (37%) teaching in their subject area (as compared to other content areas), math courses are most often taught by out-of-field teachers (21%).

Table 5.3-6 presents the relationships between the proportion of in-field teaching and QA indicators and overall QA score. The proportion of in-field teaching is significantly related to the overall QA score at 0.05.

**Table 5.3-6: Relationship Between Scores on QA Indicators and Proportion of In-Field Teaching (188 Programs)**

<i>Indicator</i>	<i>Coefficient</i>	<i>Standard</i>	<i>Coefficient</i>
Indicator 1: Transition Services	0.124*	<b>Standard 1: Transition</b>	0.143*
Indicator 2: Testing and Assessment	0.141*		
Indicator 3: Student Planning	0.142*	<b>Standard 2: Service Delivery</b>	0.174**
Indicator 4: Academic Curriculum and Instruction	0.149*		
Indicator 5: Employability, Career, and Technical Curriculum	0.150*	<b>Standard 3: Educational Resources</b>	0.144*
Indicator 6: ESE and Related Services	0.111		
Indicator 7: Educational Personnel Qualifications and Professional Development	0.164*	<b>Standard 4: Contract Management</b>	0.062
Indicator 8: Learning Environment and Resources	0.073		
Indicator 9: School District Monitoring, Accountability, and Evaluation	0.062	<b>Mean Overall QA Score 2004</b>	0.169*

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

All correlations are computed using Pearson with one-sided test.

As expected, standards one, two, and three were significantly related to the proportion of in-field teaching, among which standard two had the strongest association, indicating that service delivery is affected by subject area certified teaching more so than all of the other areas. This finding suggests that in-field teaching could help programs accomplish the goal of providing students with educational opportunities that will best prepare them for their successful reentry into community, school, and/or work settings.

Table 5.3-7: Number of Academic Courses Taught by Subject Area Certified Teachers and Out-of-Field Teachers—2001-2004 (in percentages)

<i>Teaching/Year</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004</i>
<b>MATH</b>				
Courses taught by Subject Area				
Certified Teachers	11 (34)	12 (41)	14 (44)	21 (66)
Courses taught by Out-of-Field Teachers				
Teachers	89 (274)	88 (299)	86 (261)	79 (252)
<b>Total</b>	<b>100% (308)</b>	<b>100% (340)</b>	<b>100% (305)</b>	<b>100% (318)</b>
<b>ENGLISH</b>				
Courses taught by Subject Area				
Certified Teachers	19 (65)	21 (85)	22 (74)	31 (118)
Courses taught by Out-of-Field Teachers				
Teachers	81 (282)	79 (319)	78 (268)	69 (265)
<b>Total</b>	<b>100% (347)</b>	<b>100% (404)</b>	<b>100% (342)</b>	<b>100% (383)</b>
<b>SOCIAL STUDIES</b>				
Courses taught by Subject Area				
Certified Teachers	28 (81)	20 (71)	32 (88)	37 (108)
Courses taught by Out-of-Field Teachers				
Teachers	72 (207)	80 (283)	68 (185)	63 (186)
<b>Total</b>	<b>100% (288)</b>	<b>100% (354)</b>	<b>100% (273)</b>	<b>100% (294)</b>
<b>SCIENCE</b>				
Courses taught by Subject Area				
Certified Teachers	14 (36)	15 (40)	17 (43)	23 (65)
Courses taught by Out-of-Field Teachers				
Teachers	86 (227)	85 (224)	83 (208)	77 (218)
<b>Total</b>	<b>100%(263)</b>	<b>100%(264)</b>	<b>100%(251)</b>	<b>100%(283)</b>

Note. The numbers of teachers are in parentheses.

Except for social studies, the percentage of courses taught by subject area certified teachers has steadily increased over all four years, and the most striking increase in the percentage of courses taught by subject area certified teachers in all four subjects occurred in 2004. This is consistent with our earlier finding that the implementation of NCLB apparently contributed to this considerable increase.

Other topics addressed in the area of teacher certification reflect data collected during the 2004 review cycle. These include levels of experience and teacher turnover. These issues will be discussed in the following subsection.

## Teacher Experience and Stability

In addition to 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 5.3-8 summarizes the teaching experience of the 819 teachers in juvenile justice facilities in 2004. Fourteen teachers were excluded from the analysis because information on Number of Years of Teaching with Professional Certification was not available.

**Table 5.3-8: Number of Years of Professional Teaching Experience, 2004**

<i>Number of Years of Teaching</i>	<i>Number of Teachers</i>	<i>Percentage</i>	<i>Cumulative Percentage</i>
Less than 1 year	92	11%	11%
1-5 years	267	33%	44%
6-10 years	160	20%	63%
11-20 years	142	17%	81%
More than 20 years	158	19%	100%
<b>Total</b>	<b>819</b>	<b>100%</b>	<b>100%</b>

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 92 teachers have less than one year of teaching experience, accounting for 11.2% of the total, the preponderance of teachers (32.6%) have taught between one and five years. Over half of the teachers (56.2%) in juvenile justice facilities have been teaching for more than five years, some (19.3%) for more than 20 years. These data support Ingersoll's findings, as discussed earlier in this chapter.

Table 5.3-9 documents the relationship between average years of teaching in a specific program and QA indicators as well as overall QA score. Average years of teaching was computed for each program by dividing the total years all the teachers have taught by the number of teachers the program contains. Average years of teaching did affect the overall QA score significantly and positively. The strongest relationships among QA indicators were indicator 2, testing and assessment; indicator 3, student planning; indicator 4, academic curriculum and instruction; indicator 5, employability, career, and technical curriculum; and indicator 7, educational personnel qualifications and professional development. This finding is not surprising given that these indicators directly measure educational quality and service delivery.

**Table 5.3-9: Relationship Between Scores on QA Indicators and Average Years of Teaching**

<i>Indicator</i>	<i>Coefficient</i>	<i>Standard</i>	<i>Coefficient</i>
Indicator 1: Transition Services	-0.027	<b>Standard 1: Transition</b>	0.074
Indicator 2: Testing and Assessment	0.400***		
Indicator 3: Student Planning	0.395***	<b>Standard 2: Service Delivery</b>	0.148*
Indicator 4: Academic Curriculum and Instruction	0.406***		
Indicator 5: Employability, Career, and Technical Curriculum	0.401***	<b>Standard 3: Educational Resources</b>	0.214**
Indicator 6: ESE and Related Services	0.142*		
Indicator 7: Educational Personnel Qualifications and Professional Development	0.493***	<b>Standard 4: Contract Management</b>	0.102
Indicator 8: Learning Environment and Resources	0.005		
Indicator 9: School District Monitoring, Accountability, and Evaluation	0.102	<b>Mean Overall QA Score 2004</b>	0.153*

\*p<.05. \*\*p<.01. \*\*\*p<.001. All correlations are computed using Pearson with one-sided test.

Based on information gathered from the same population, Table 5.3-10 shows the number of months of teaching in the same juvenile justice educational program based on 824 teachers. Nine teachers were excluded from this analysis because information on Number of Months of Teaching in a Specific Program was not available.

**Table 5.3-10: Number of Months of Teaching in the Same Juvenile Justice Educational Program in 2004**

<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	50	6%	6%
2-6 months	135	16%	23%
6-12 months	158	19%	42%
13 months-24 months (2 years)	150	18%	60%
25 months-36 months (3 years)	82	10%	70%
37 months-60 months (5 years)	144	18%	87%
More than 60 months	105	13%	100%
<b>Total</b>	824	100%	100%

Note. N = 824 due to missing data on nine teachers.

As noted in Table 5.3-10, 6.1% of teachers have taught in a specific juvenile justice program for less than one year. Furthermore, 87.3% 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 school district operated schools. As discussed earlier, Ingersoll determined the public school teacher turnover rate at 39% of new teachers leaving the profession by their fifth year of teaching (2002a; 2002b).

Table 5.3-11 summarizes the correlations between average months of teaching in the same juvenile justice educational program and QA indicators and overall QA score. The relationship between average years of teaching and overall QA score was strikingly strong and significant at the 0.001 level.

**Table 5.3-11: Relationship Between Scores on QA Indicators and Average Months of Teaching in the Same Juvenile Justice Educational Program**

<i>Indicator</i>	<i>Coefficient</i>	<i>Standard</i>	<i>Coefficient</i>
Indicator 1: Transition Services	0.119	<b>Standard 1: Transition</b>	0.153*
Indicator 2: Testing and Assessment	0.363***	<b>Standard 2: Service Delivery</b>	0.227**
Indicator 3: Student Planning	0.355***		
Indicator 4: Academic Curriculum and Instruction	0.367***	<b>Standard 3: Educational Resources</b>	0.297***
Indicator 5: Employability, Career, and Technical Curriculum	0.371***		
Indicator 6: ESE and Related Services	0.159*		
Indicator 7: Educational Personnel Qualifications and Professional Development	0.416***	<b>Standard 4: Contract Management</b>	0.174**
Indicator 8: Learning Environment and Resources	0.139*	<b>Mean Overall QA Score 2004</b>	0.249***
Indicator 9: School District Monitoring, Accountability, and Evaluation	0.174**		

\*p<.05.

\*\*p<.01.

\*\*\*p<.001.

All correlations are computed using Pearson with one-sided test.

Average Years of Teaching was significantly related to each standard, with standard three having the strongest relationship. Likewise, indicator 2, testing and assessment; indicator 3 student planning; indicator 4, academic curriculum and instruction; indicator 5, employability, career, and technical curriculum; and indicator 7, educational personnel qualifications and professional development, had the strongest relationships with average years of teaching among all nine indicators. This confirms the earlier finding that teacher turnover matters greatly in the provision of quality education as measured by QA.

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 5.3-12 compares years of teaching experience and teacher turnover between school district and private-operated educational programs.

**Table 5.3-12: Average (Mean) Years of Teaching and Average (Mean) Months of Teaching in a Program by Educational Provider Type, 2004**

	<i>School District Operated</i>	<i>Private Not-For-Profit</i>	<i>Private For-Profit</i>	<i>Total</i>
Average (Mean) Years of Teaching	12.7	5.5	6.9	8.8
Average Months of Teaching in a Program	37.0	20.4	18.1	27.7

Note. This table's analysis excludes detention centers.

Not surprisingly, in school district 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 school district operated programs as opposed to private not-for-profit and private for-profit programs.

In sum, issues relating to teacher certification, retention, and out-of-field teaching are not solely confined to juvenile justice educational programs. DOE has projected the number of teachers needed throughout the state through 2021. According to the DOE's Office of Policy Research and Improvement (DOE, 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 the migration of teachers 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 challenges in hiring and maintaining highly qualified teachers.



## **5.4 Summary Discussion**

Several key findings emerge when examining the correlates of teacher qualifications and quality education programs. The proportion of teachers with professional certification continues to be significantly related to the quality of educational services within Florida's juvenile justice education programs. In addition, average years of teaching, average months of teaching in a specific program, and the proportion of subject area certified teachers is significantly correlated with the quality of educational services.

Policy decisions that affect the quality of education provided in these institutions are fundamental to JJEEP's mission. Not only is quality education important in and of itself, but there is also a well-established link between education and delinquency.

The certification status of teachers is very important in determining the quality of educational services. The majority of teachers hired by school district providers have professional certification: 82.5% in comparison to 39.9% hired by private not-for-profit providers and 44.2% hired by 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 teachers with professional certification and quality education cannot be ignored. Specifically, the greater the numbers of teachers with professional certification, the higher the program's mean overall QA score. Because of this consistent finding over the years, in 2005, JJEEP will recommend that DOE and the legislature consider ways to require increased numbers of professionally certified teachers in juvenile justice educational programs.



# CHAPTER 6

## NO CHILD LEFT BEHIND (NCLB) AND LITIGATION: A NATIONAL SURVEY

### 6.1 Introduction

The *No Child Left Behind Act* (NCLB) poses unprecedented challenges for the reform of this country's entire elementary and secondary school system that explicitly includes juvenile justice schools. Specifically, NCLB addresses the concern that too many of the most needy children are not achieving academically (United States Department of Education [USDOE], 2001, 2001a, 2001b). The new law emphasizes four major education reform ideals: (1) stronger accountability for states, local school districts, and schools; (2) increased local control and flexibility; (3) expanded choice for parents; and (4) a focus on scientifically based teaching methods that have been empirically supported (USDOE, 2001b).

Although NCLB represents a landmark federal intervention in juvenile justice education, lawsuits also have played a major role in demanding increased accountability within these systems. Since 1967, and up to NCLB, litigation served as the main avenue for improving juvenile justice education. Most states have experienced lawsuits, and most of these lawsuits were sparked by the relatively poor quality of educational services within juvenile justice programs. Since the passage of NCLB, however, juvenile justice agencies are being held to higher standards that place new demands on their already strained resources. Given the difficulties associated with meeting the mandates set forth in NCLB, the question of how well the states are doing in meeting these demands arises. In 2004, Florida's Juvenile Justice Educational Enhancement Program (JJEEP) conducted telephone surveys of 49 states to answer this question and to explore the difficulties in implementation of NCLB that are related to Florida's efforts to more fully implement NCLB.

Combined, NCLB and litigation have created an unparalleled demand for accountability in juvenile justice schools. JJEEP conducted the national survey to explore the level of NCLB implementation and accountability in other states' juvenile justice education systems. The purpose of this chapter is to examine the extent to which states have both complied with NCLB mandates and experienced litigation relating to juvenile justice education. In addition, state responses to these litigation experiences are addressed. Section 6.2 describes the methods used to conduct the national survey. It also addresses the difficulties inherent in conducting such a survey. Section 6.3 explains NCLB as it applies to juvenile justice education. Section 6.4 presents the results of the survey. Specifically, five aspects of the states' accountability systems are discussed: (1) states' administration of their juvenile justice education systems; (2) implementation of NCLB, with particular emphasis on Title I, Part D, requirements; (3) outcome data; (4) level of accountability; and (5) legal implications. Section 6.5 focuses on Florida's accountability system as it relates to both NCLB and the survey's findings on national trends. Section 6.6 provides a summary discussion of the chapter, including directions for future research.

## **6.2 Methods**

In 2004, JJEEP conducted a national survey based on telephone responses from 49 states<sup>1</sup>. This was an exploratory study aimed at obtaining a basic description of where Florida is in relation to the rest of the United States in implementing NCLB and any litigation experiences that relate to accountability levels. The survey was designed to address the following four issues: (1) the administration of state juvenile justice education systems; (2) implementation of NCLB; (3) level of accountability (i.e., program monitoring procedures, technical assistance and consequences); and (4) legal implications. This section describes the methods used in conducting the survey and the difficulties encountered. (See Appendix D for the complete survey instrument.)

First, a contact list was created using the following resources: (1) the Office of Juvenile Justice and Delinquency Prevention (OJJDP), (2) the National Center for Juvenile Justice, (3) the USDOE, (4) the Council for Educators of At-Risk and Delinquent Youth, and (5) each state's official website. This contact list included each state's key administrative personnel for juvenile justice and education. Second, when the telephone survey was conducted, state personnel were contacted in the following order: (1) juvenile justice education specialist; (2) education director; (3) juvenile justice director; (4) title I personnel; and (5) state advisory groups.

Two important difficulties emerged during the course of the survey. These were (1) multiple agency providers and (2) definitional issues. JJEEP immediately recognized that some states' juvenile justice education systems were fragmented, with multiple agency providers. The fragmentation of these systems was an impediment to conducting the survey. Additionally, definitional inconsistencies across states proved to be another obstacle. In particular, this issue should serve as a caution in interpreting data addressing the size of each state's juvenile justice education system for two reasons: (1) Some states may have overestimated the size of their systems by including dependent as well as delinquent youths, and (2) other states may have underestimated the size by excluding local privately operated facilities with no state oversight.

## **6.3 NCLB Requirements for Juvenile Justice Schools**

NCLB is an attempt to reform the nation's elementary and secondary education school systems, including strengthening the accountability mechanisms in states' juvenile justice education systems. The requirements of NCLB for juvenile justice schools, particularly Title I, Part D, emphasize reforms in the areas of evaluation and accountability, improvement of services, transition, and a state education agency plan. Each state is responsible for successfully implementing the goals of NCLB.

The adequate yearly progress (AYP) mandate requires that all schools, including juvenile justice schools, develop and enforce a uniform assessment and evaluation method that uses a standardized assessment for both reading and math, along with two additional measures for

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<sup>1</sup> Hawaii declined to participate in the survey.

determining AYP for each school. Additional mandates are that each school tests no less than 95% of their student population and that state requirements and definitions for AYP are based on growth expectations in achievement that should result in nationwide student proficiency in reading/language arts and mathematics by year 2012 (107-110 U.S.C. § 1115 [2001]).

NCLB requirements, in the attempt to improve teacher quality, emphasize the use of scientifically validated practices. Moreover, NCLB mandates that states must develop a plan ensuring that all teachers of core academic subject areas achieve “highly qualified” status by the 2005-2006 school year by obtaining full state certification or passing the State Teacher Licensing Examination, demonstrating competency in each subject area they teach, and (for new teachers) having at least a bachelor’s degree.

NCLB’s Title I, Part D, requirements concerning schools for neglected and delinquent youths include a program evaluation that requires juvenile justice schools be assessed using multiple and appropriate measures of student progress, that schools should be monitored, and that technical assistance be provided to schools as determined by the results of the evaluations. Additionally, it is required that juvenile justice educational programs evaluate student outcomes in the following areas: (1) maintain and improve educational achievement, (2) accrue school credits toward grade promotion and graduation, (3) return to school following release from an institution, (4) completion of high school and employment after release from an institution, and (5) participation in post-secondary education and job training. It is also required that the states use the results of their evaluations to plan and improve their juvenile justice education systems (107-110 U.S.C § 1431 [2001]).

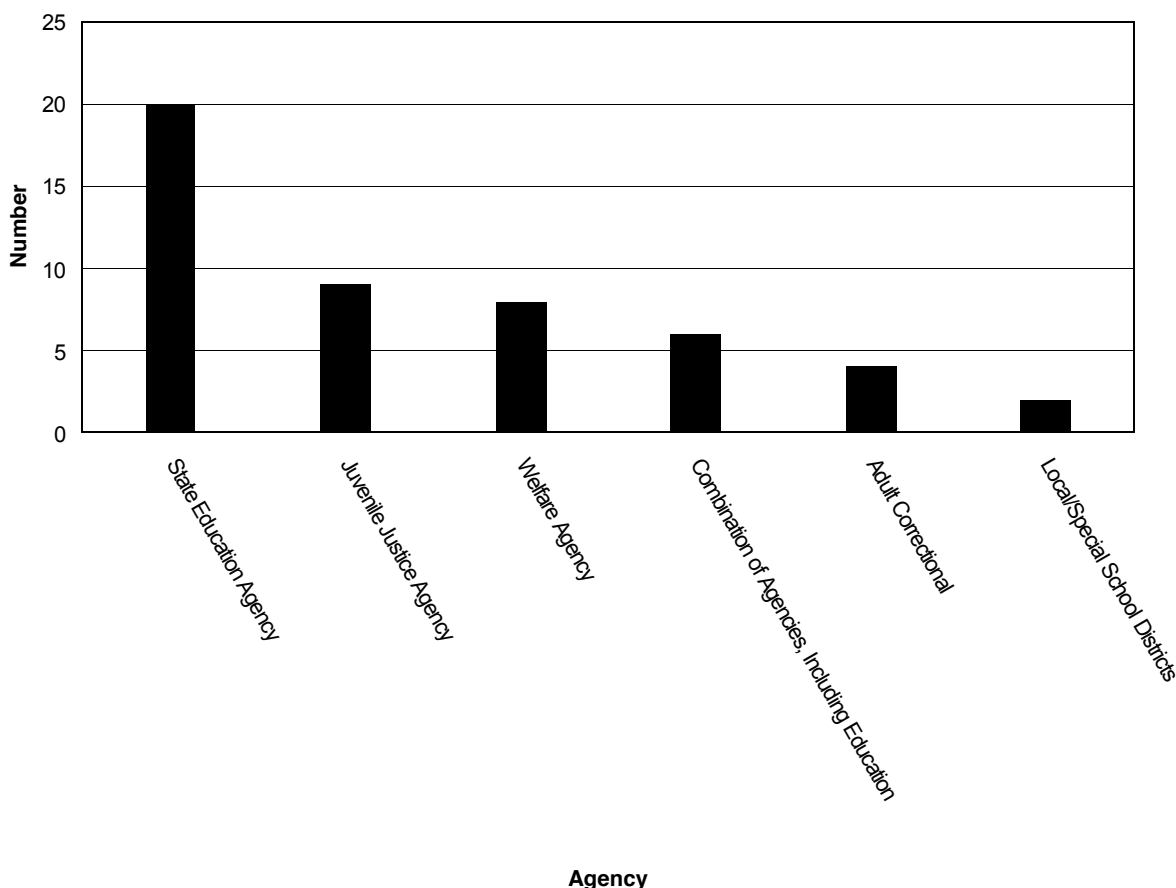
## **6.4 Survey Results**

The main objective behind conducting the national survey was to determine the level of compliance with NCLB requirements for juvenile justice schools across the nation. A second goal was to compare national progress with Florida’s to determine where Florida stands compared with the national average. The findings from the national survey are presented in six subsections: (1) states’ administration of juvenile justice education systems, (2) implementation of NCLB, (3) implementation of Title I, Part D, (4) outcome data, (5) level of accountability, and (6) legal implications.

## State Juvenile Justice Education Systems

Figure 6.4-1 shows the type of agency ultimately responsible for education within states' juvenile justice systems. Categories include: (1) state education agencies; (2) juvenile justice agencies; (3) welfare agencies; (4) a combination of agencies, including education (e.g. departments of education and departments of juvenile justice); (5) adult correctional agencies; and (6) special or local school districts (e.g., a separate juvenile justice school district with no geographical boundaries or local educational agencies).

Figure 6.4-1: Agency with Ultimate Responsibility for Juvenile Justice Education

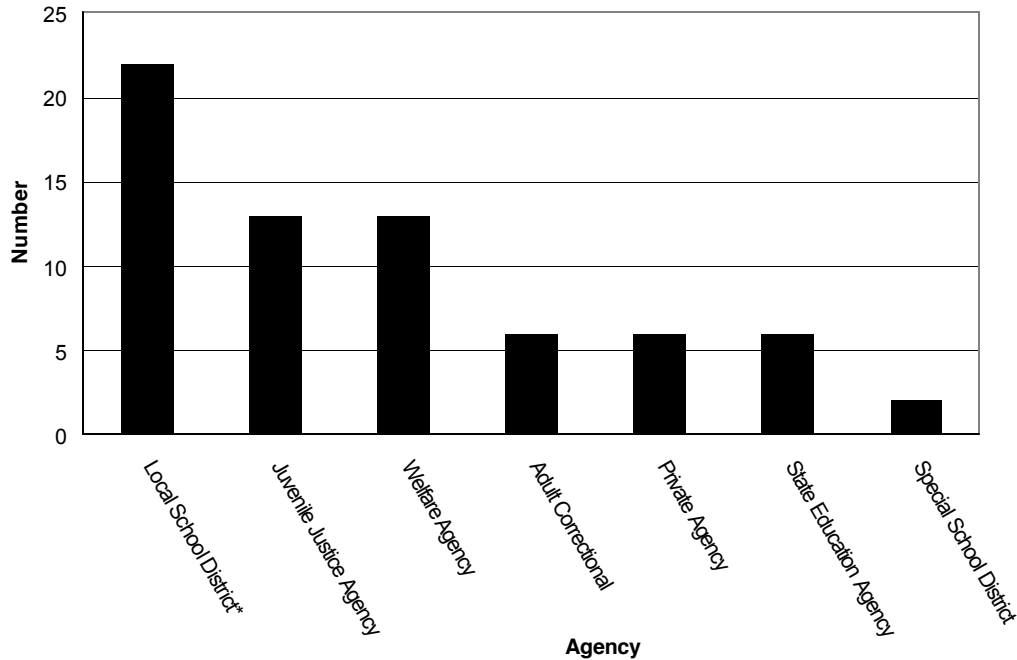


As Figure 6.4-1 illustrates, 20 states (41%) have a state education agency in charge of education within their juvenile justice system. Nine states (18%) have a juvenile justice agency, and eight states (16%) have a welfare agency in charge of their juvenile justice education system. Far less common are combinations of agencies, including educational agencies (9 states or 12%), adult correctional agencies (4 states or 8%) and one category, which includes one special school district and one state where local school districts are responsible (4%).

Regarding local responsibility of juvenile justice educational services, Figure 6.4-2 shows which agencies are responsible for employing the teachers within the juvenile justice educational programs in each state. This variable captures who operates education on a day-

to-day basis within juvenile justice facilities. Employers include: (1) local school districts, (2) juvenile justice agencies, (3) welfare agencies, (4) adult correctional agencies, (5) private agencies, (6) state education agencies, and (7) special school districts. (These categories are not mutually exclusive. Several states have multiple agencies in charge of employing teachers throughout their juvenile justice system.)

Figure 6.4-2: Agencies that Employ Teachers



\* Local school district also includes one state reporting local facilities as an employer.

As Figure 6.4-2 reveals, local school districts most commonly employ teachers in juvenile justice education systems across the nation (22 states), followed by juvenile justice and welfare agencies in 13 states each (27%). Adult correctional, private agencies, and state education agencies are each reported as employers in six (12%) states.

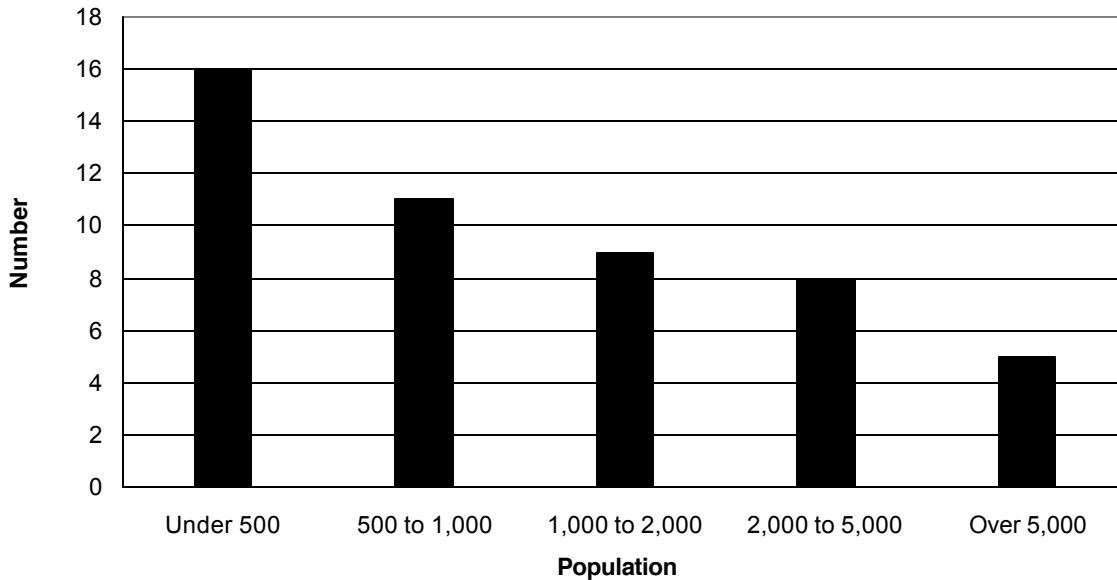
These findings indicate that state education agencies are much more likely to be ultimately responsible for juvenile justice education than to actually employ the teachers, while the opposite is true for local school districts. Local school districts and juvenile justice/welfare agencies provide the bulk of educational services while private providers employ less than a fifth of the states' teachers.

Survey responses demonstrate that 25 states (51%) do not have any private juvenile justice residential facilities, while 24 states (49%) have some private juvenile justice residential educational programs.

Below, Figure 6.4-3 illustrates the size of juvenile justice systems throughout the nation. This survey item was measured by asking how many youths were served in each state's juvenile justice system on any given day. These categories range from fewer than 500 youths

to more than 5,000 youths. For this particular survey item, one state (aside from Hawaii) failed to provide an answer; thus, the sample size is 48.

Figure 6.4-3: States' Estimated Daily Population (in percentages)



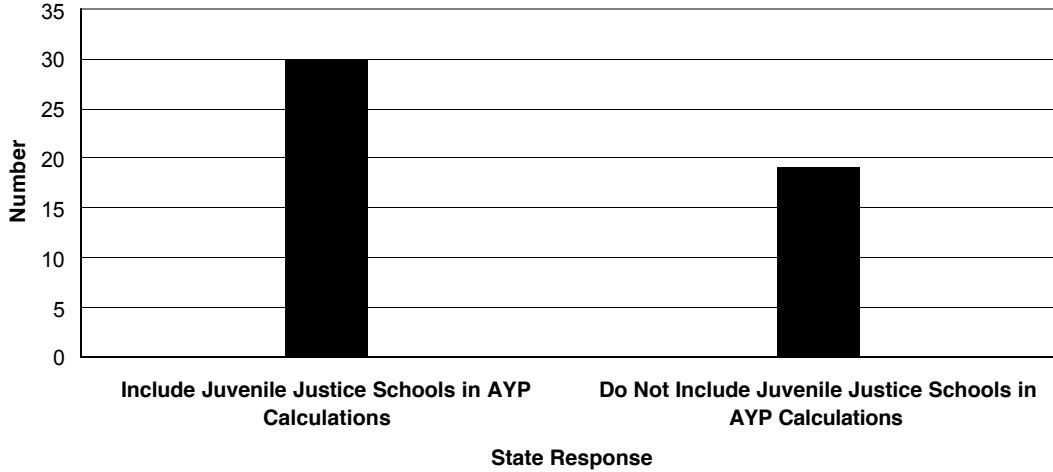
Most states have relatively small juvenile justice systems. Sixteen states (33%) have fewer than 500 youths, while 11 states (22%) have between 500 and 1,000 youths. Nine states (19%) have between 2,000 and 5,000 youths, eight states (16%) have between 1,000 and 2,000 youths, and only five states (8%) have more than 5,000 youths. The states with the largest systems are Florida, California, Maryland, Michigan, and Texas. New York, Illinois, and Pennsylvania, however, have more youths in their systems than these numbers suggest. For example, Chicago and New York City’s juvenile justice populations are not factored into their overall state estimates, while Pennsylvania includes only state facilities and no local or private facilities. In contrast, the smallest juvenile justice populations were found in Vermont, West Virginia, Rhode Island, and Montana. The following section addresses nationwide implementation of NCLB.

### Implementation of NCLB

As identified in Section 6.3, NCLB requires that states include juvenile justice schools in their calculation of AYP, make significant progress in meeting the highly qualified teacher requirement, and evaluate their programs. Figure 6.4-4 shows how many states are calculating AYP on their juvenile justice schools.



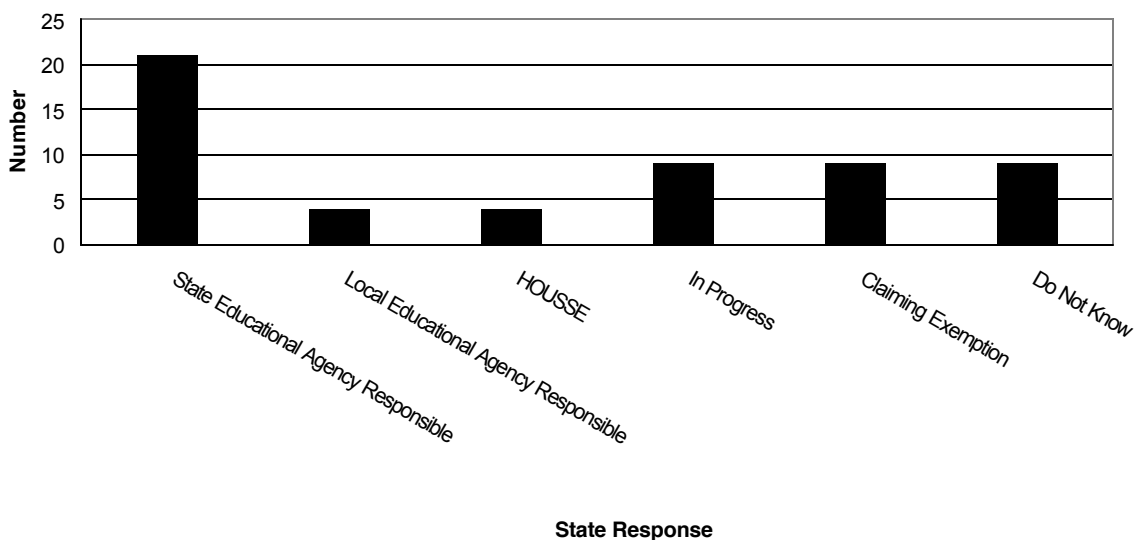
Figure 6.4-4: Inclusion of the NCLB AYP Requirement in Juvenile Justice Schools



As Figure 6.4-4 shows, 30 states (61%) calculate AYP on their juvenile justice schools; however, 19 states (39%) do not.

Another important requirement of NCLB is that of employing highly qualified teachers. The survey includes an open-ended question asking the states’ representatives about their plans to meet this particular requirement of NCLB. The responses were placed in the following categories: (1) working under the guidance of the state’s education agency; (2) making the local educational agency responsible; (3) using the High Objective Uniform State Standard of Evaluation (HOUSSE), (see Chapter 2, Section 3 for a more detailed discussion on HOUSSE); (4) in progress of meeting the requirement; (5) claiming an exemption (i.e., these particular respondents feel that NCLB does not apply to their state’s juvenile justice education system); and (6) do not know (i.e., these particular respondents do not have a plan for meeting the highly qualified teacher requirement). Figure 6.4-5 shows the states’ progress in meeting the highly qualified teacher requirement.

Figure 6.4-5: Implementation of NCLB’s Highly Qualified Teacher Requirement



\*Note: Response categories are not mutually exclusive.

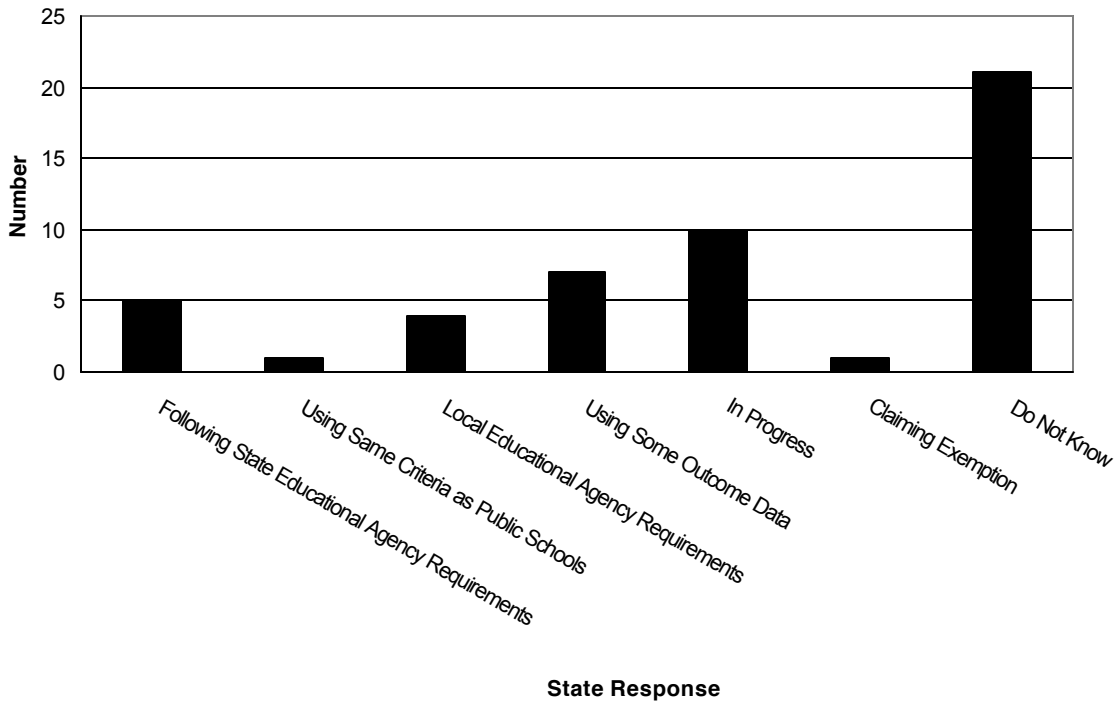
When asked about their progress in implementing the NCLB highly qualified teacher requirement, most states (21 or 43%) responded that they are working under the guidance of their state education agency. Other responses included: in progress (9 states or 18%), claiming exemption or does not apply (9 states), implementing HOUSSE (4 states or 8%), do not know or unable to determine (again 4 states for both), and local school districts are being made responsible (only 2 states or 4%). The following subsection is concerned with the states’ progress in implementing the Title I, Part D, program evaluation requirement.

### Implementation Of Title I, Part D

While the previous subsection focused on NCLB requirements for all types of schools, this subsection is concerned with Title I, Part D, which is entirely focused on schools that serve neglected, delinquent, and at-risk students.

Figure 6.4-6 illustrates the states’ progress in implementing the program evaluation requirement. As with the highly qualified teacher item, this too was an open-ended question, and the responses were placed accordingly. The response categories are also the same as those used for the highly qualified teacher requirement, with the exception of using the same criteria as public schools.

Figure 6.4-6: Implementation of Title I, Part D Program Evaluation Requirement

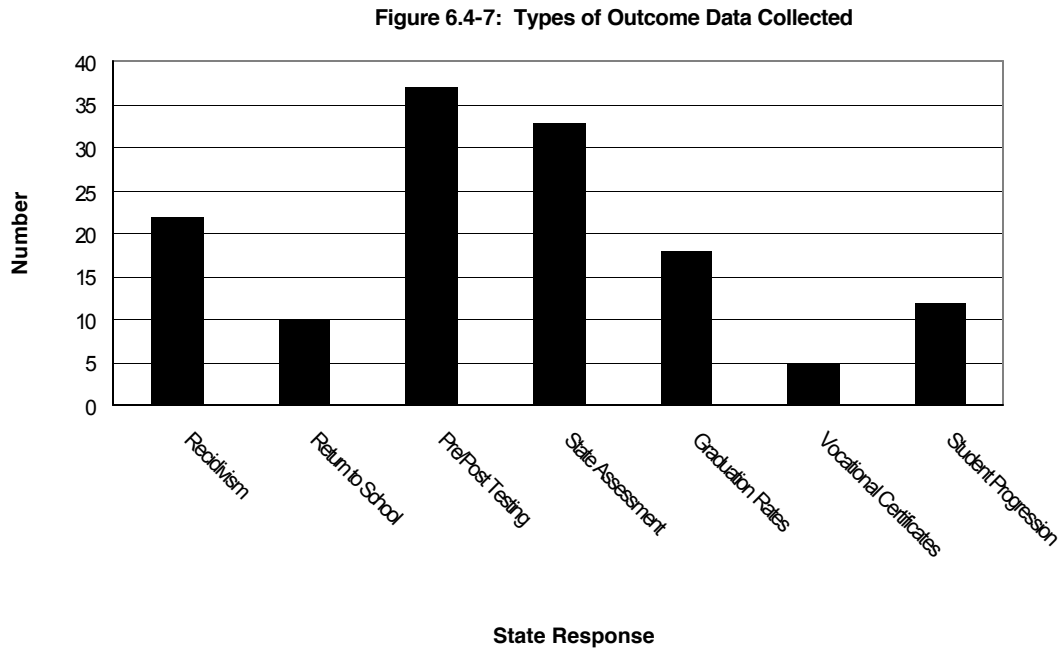


By far, the most common response to this survey question was that the respondent simply did not know or was unable to determine the state’s progress (21 states or 43%) in implementing the program evaluation requirement. Other states reported that they were: in progress of meeting the requirement (10 states or 20%), under the guidance of the state educational agency (5 states 10%), claiming exemption or does not apply (only one state), placing the requirement under the purview of local educational agencies (4 states), using the same accountability criteria as public schools (one state), and using some outcome data (seven states or 14%). Overall, the results indicate that the majority of the states are struggling to meet the program evaluation requirements. The following subsection discusses the measures and methods used in the program evaluation requirement.

## Outcome Data

This subsection presents data regarding three key aspects of the program evaluation: (1) types of outcome data collected, (2) whether or not the outcome data are used for evaluation purposes, and (3) how the states obtain their outcome data.

Recalling Section 6.3, NCLB requires that each state collect the following types of outcome data: (1) return to school, (2) academic achievement (while in a neglected & delinquent youth program), (3) annual state assessment (which is required for AYP calculations), (4) graduation rates, (5) vocational certificates, and (6) student progression. Figure 6.4-7 shows how many states collect each of these outcome measures. In addition, states were asked if they collected recidivism data in relation to youths’ educational outcomes. Note that these categories are not mutually exclusive, as NCLB requires that states collect a minimum of five indicators of student outcomes.



As Figure 6.4-7 shows, the most common forms of outcome data that states collect are pre/post testing with 37 states reporting as a type of outcome data they use. 33 states use state assessments followed by recidivism (22 states), graduation rates (18 states), student progression (12), return to school (10 states), and vocational certificates (5 states). Most states (31 states or 63%) collect three or more measures of outcomes, while 18 states (37%) collect fewer than three measures. These results indicate that many states are not collecting the necessary information that will allow them to effectively evaluate their juvenile justice education systems.

Figure 6.4-8 illustrates the percentage of the states that use these outcome measures for evaluation purposes.

Figure 6.4-8: Outcome Measures Used for Evaluation

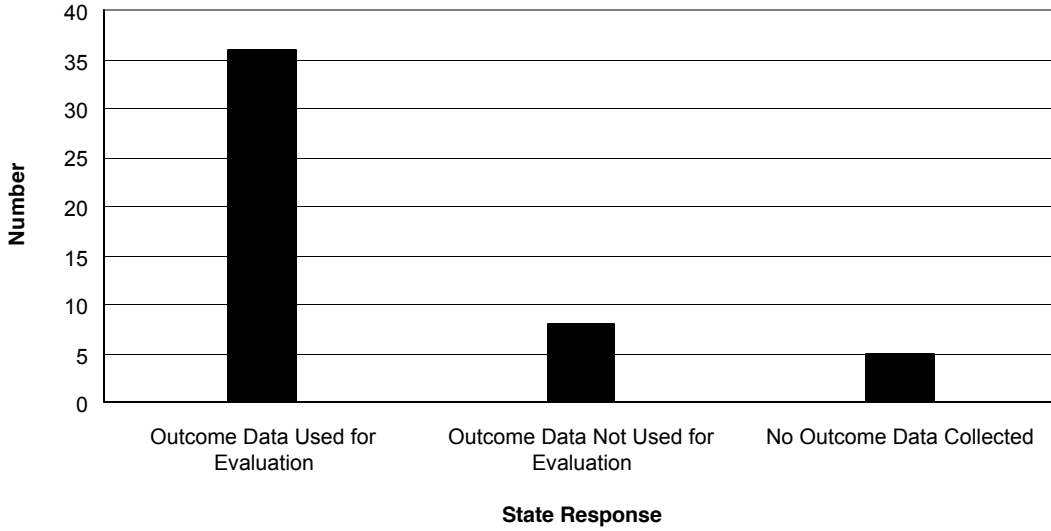
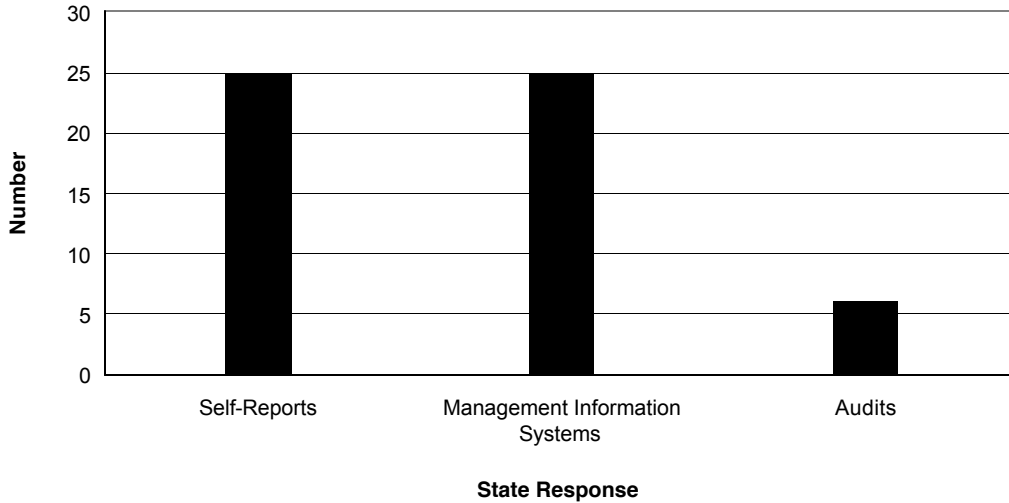


Figure 6.4-8 shows that most states (36, or 74%) do, in fact, use their outcome data for evaluation purposes. Conversely, eight states (16%) do not use their outcome data in evaluating their programs, and five states (10%) do not collect outcome data.

Figure 6.4-9 illustrates how the states obtain their outcome data. These categories are not mutually exclusive, as several states do not rely on just one method of data collection. These methods include: (1) self-reports (e.g., program self-reports of student outcomes), (2) management information systems (e.g., program level data entered into school district and state level databases), and (3) audits (e.g., on-site data collection).

Figure 6.4-9: Method of Obtaining Outcome Data

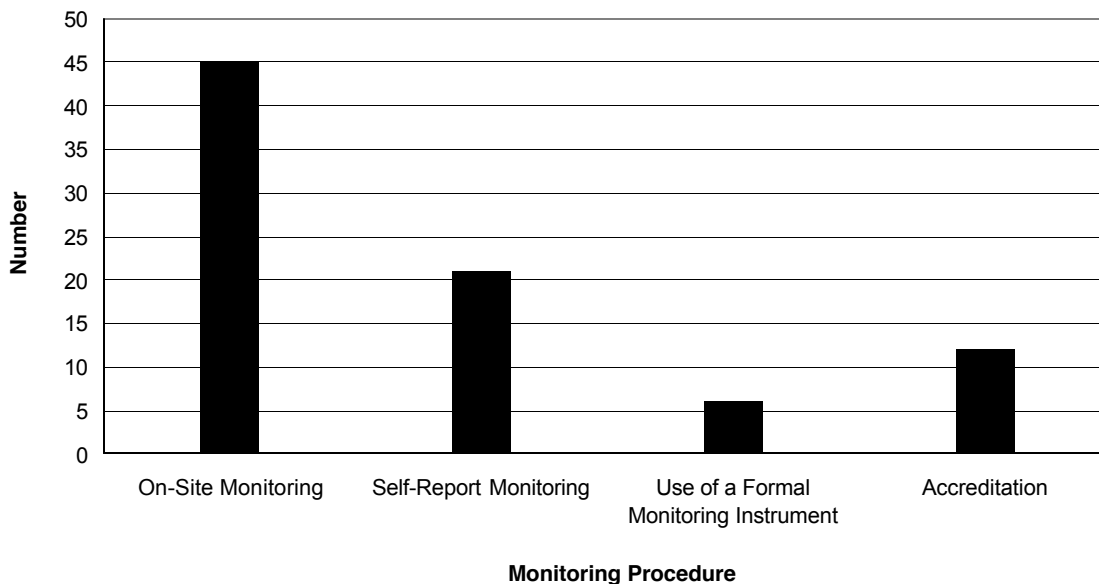


Equally common methods of gathering outcome data are self-reports and management information systems (25 states for each). Only six states (12%) reported using audits. In sum, most states collect pre/post and annual state assessment test data to measure student outcomes, and they use these outcome measures for evaluation purposes. Additionally, a majority of the states surveyed reported using self-reports and management information systems to collect these outcome measures. While this subsection was devoted to outcome data, the following subsection looks at accountability levels throughout the nation.

## Accountability Levels

This section examines the accountability mechanisms, based on NCLB requirements, within the states’ juvenile justice education systems. In particular, the following aspects of accountability levels are presented: (1) method of monitoring, (2) frequency of monitoring, and (3) consequences for poor program performance. Figure 6.4-10 illustrates the number of states using different types of monitoring procedures used across the nation. Again, these categories are not mutually exclusive.

**Figure 6.4-10: States’ Procedures for Monitoring Juvenile Justice Educational Programs**



Forty-five states report using on-site monitoring and followed by self-report monitoring used in 21 states. Very few states (only 6) use a formal monitoring instrument, while 12 states use an accreditation process.

Figure 6.4-11, shows the frequency with which states monitor their juvenile justice educational programs.

Figure 6.4-11: Frequency of Monitoring Juvenile Justice Educational Programs

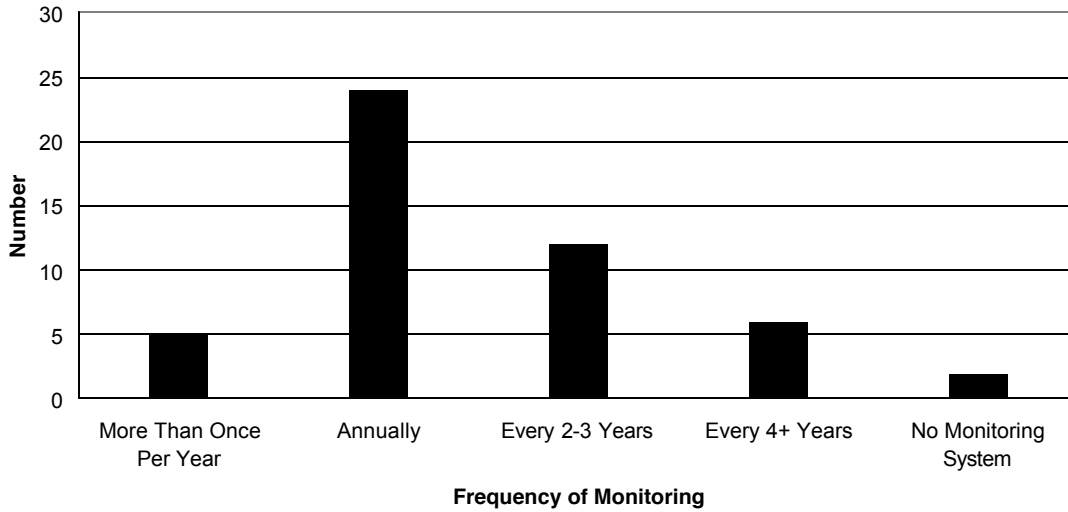
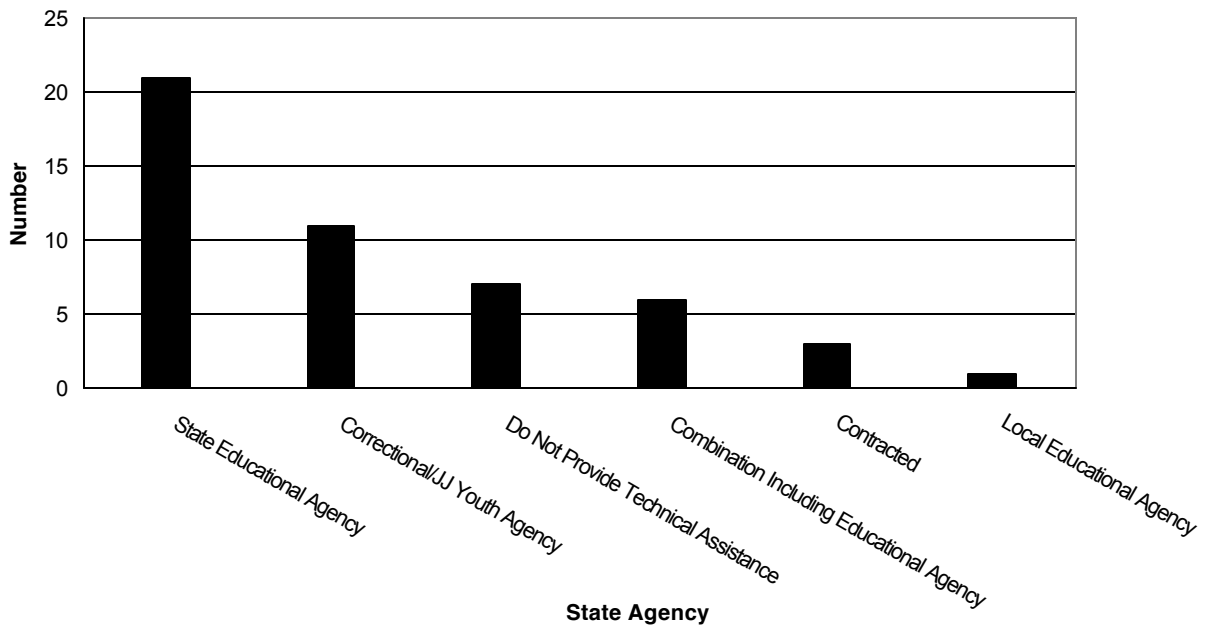


Figure 6.4-11 shows that the most common frequency of monitoring is annual used in 24 states (49%), followed by every 2-3 years (in 12 states 25%), every 4+ years, and more than once per year (in 5 states or 10%). Two states (4%) do not monitor their juvenile justice educational programs.

Figure 6.4-12 shows the states' progress in implementing the NCLB requirement regarding the provision of technical assistance for poor performing programs.

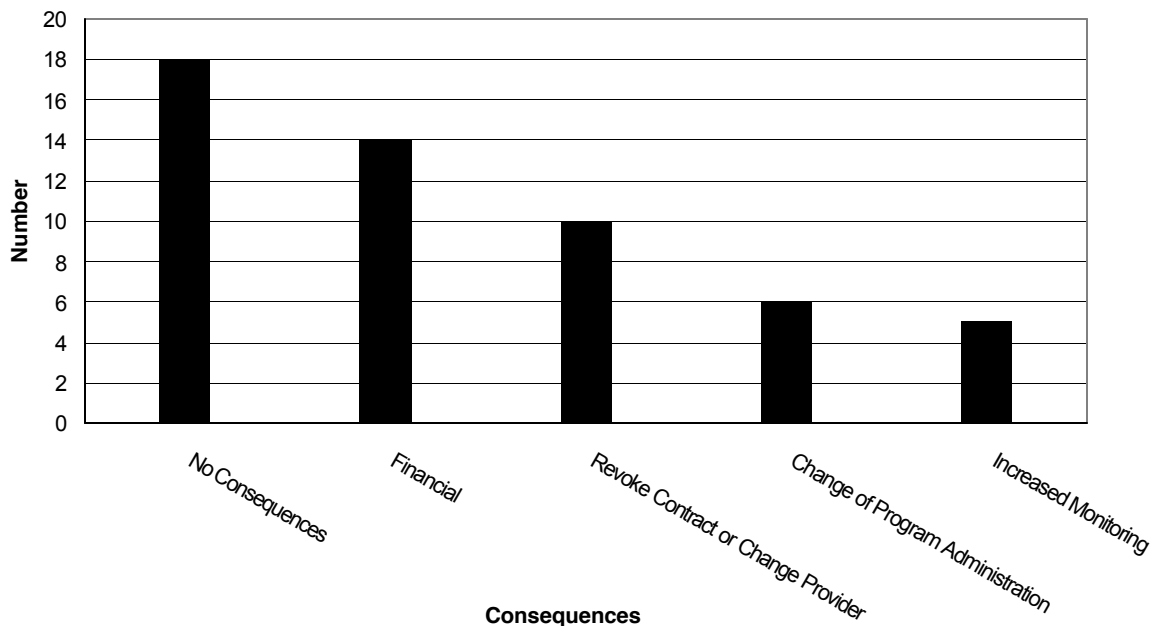
Figure 6.4-12: State Agencies in Charge of Technical Assistance



Seven states (14%) do not provide technical assistance to their low performing juvenile justice educational programs. Of those that do, it is most commonly provided by the state education agency in 21 states; followed by correctional or juvenile justice agencies in 11 states; a combination of agencies, including education in 6 states; contracted agencies in 3 states; and local education agencies in only one state.

Figure 6.4-13 shows the frequency of different consequences for low performing programs. Aside from the no consequences category, these categories are not mutually exclusive.

Figure 6.4-13: Types of Consequences for Low Performing Programs



According to Figure 6.4-14, the most common consequences for low-performing programs include: (1) financial in 14 states (2) revoke contract or change provider in 10 states (3) change of program administration in 6 states and (4) increased monitoring in 5 states. Overall, annual on-site monitoring with financial repercussion for poor performance is the most common accountability mechanism across the nation. It must be noted that 18 states do not have sanctions for poor performing programs.

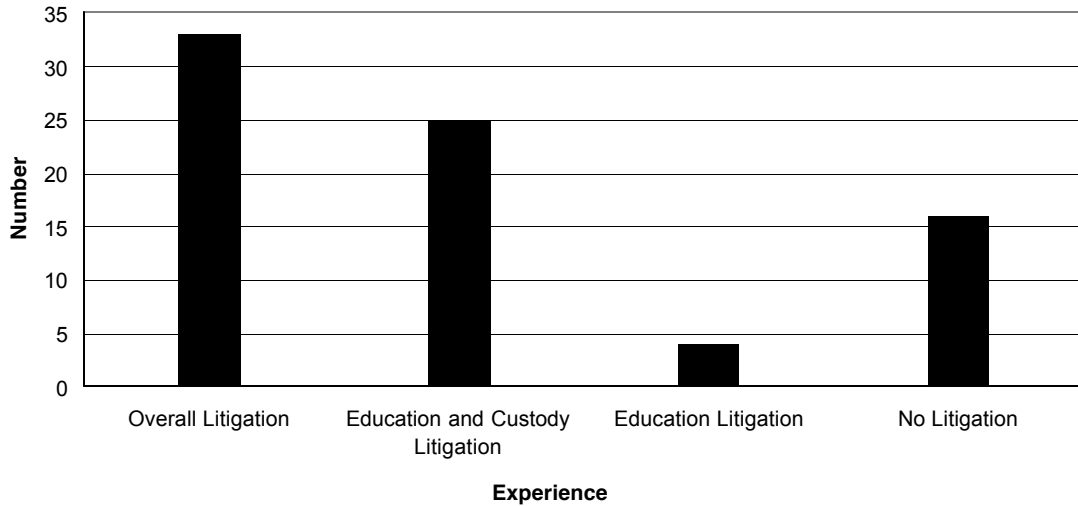
## Legal Implications

This section examines the frequency of lawsuits related to juvenile justice education and the changes implemented by states as a result of legal intervention.

Figure 6.4-14 shows that most states have, in fact, experienced litigation. While all participating states were able to answer whether or not they had experienced litigation within the past two decades, only 25 states were able to furnish details as to what prompted the lawsuits.



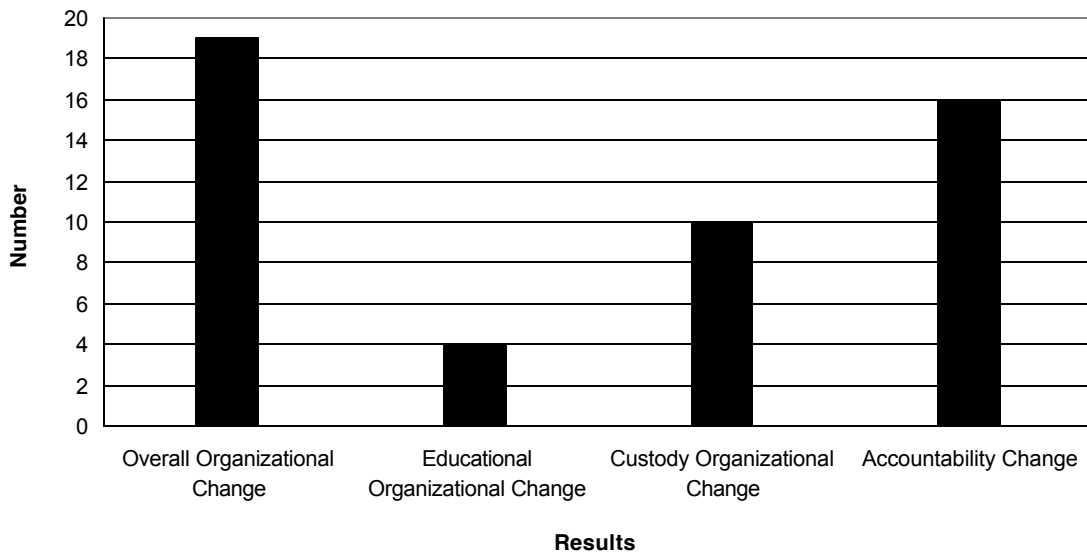
Figure 6.4-14: States' Litigation Experiences since 1980s



Juvenile justice related lawsuits have been quite common over the past two decades: Thirty-three states have experienced litigation, while 16 have not. In 25 of the 33 states that reported litigation, education services were a major part of the lawsuits. An additional four states experienced litigation that related entirely to educational services. Juvenile justice education related lawsuits were most often prompted by the violations of the Individuals with Disabilities Education Act (IDEA) requirements. IDEA relates to the free and appropriate education of students with disabilities. States with custody care related lawsuits were most often sued for violating the 8th and 14th constitutional amendments concerning due process and excessive use of force.

Figure 6.4-15 illustrates the organizational and accountability repercussions of these lawsuits. For the first three categories, one state (other than Hawaii) did not respond, and for the fourth category, two states (again, other than Hawaii) did not respond; thus, the sample size was 48 for the first three categories and 47 for the fourth category.

Figure 6.4-15: Results of Litigation



The most common response to litigation has been an overall organizational change (in 19 states). Other responses include: (1) accountability changes in 16 states, (2) custody organizational change in 10 states, and (3) educational organizational change in 4 states. Thus, the most common responses to the frequent lawsuits are overall organizational changes and changes in accountability mechanisms.

The general pattern is that states are making minimal progress in implementing NCLB requirements. At the same time, most states have experienced litigation resulting in overall organizational or accountability changes. This suggests that more lawsuits may be forthcoming if increased compliance is not demonstrated. While this section presented the general results of the national survey, Section 6.5 focuses more on Florida.

## **6.5 Florida's Accountability System**

The purpose of this section is twofold. First, Florida's accountability system will be described, with frequent references to NCLB compliance. Second, this system will be compared to national progress in implementing NCLB requirements. The ultimate purpose of this section is to compare Florida to other states.

In Florida, each juvenile justice school receives an annual on-site quality assurance (QA) review. The reviews monitor each school's level of educational services in the following areas: (1) transition services that assist students with returning to school and their home communities; (2) administration of academic and vocational assessments; (3) academic curriculum that addresses the state's education standards and the diverse needs of the students; (4) career and technical curriculum; (5) individualized instruction, (6) equitable services for students with disabilities; (7) teacher certification and professional development, including highly qualified teacher requirements; (8) student access to learning materials, technology, and resources; and (9) local school district monitoring and self-evaluation of their juvenile justice schools. Based on the results of these annual QA reviews, low performing school districts and juvenile justice schools are provided with technical assistance, corrective actions and, if necessary, interventions and sanctions. (For more detailed information on QA, technical assistance and corrective actions, refer to chapters 3 and 4 of this Annual Report.)

In conjunction with annual QA monitoring, JJEEP conducts longitudinal research on all juvenile justice commitment programs, using the following student achievement and community reintegration outcome measures: (1) annual QA monitoring results; (2) academic, vocational, and elective credits earned while incarcerated; (3) high school diplomas earned while incarcerated (including standard, special, and GED); (4) return to and attendance in public school after release; (5) employment after release; and (6) rearrest with conviction.

In addition, during 2005, the state is selecting and implementing a uniform academic entry/exit assessment instrument for juvenile justice schools. Juvenile justice schools will be required to electronically report these entry/exit assessment results through the state's automated student information database. Assessment results will be used to measure student gains while incarcerated in the areas of reading, writing, and mathematics.

Furthermore, although most juvenile justice schools are small and serve students for short periods of time, those schools that are large enough and have students enrolled for a significant length of time are evaluated consistent with the state's AYP plan. In addition, all juvenile justice schools must comply with the NCLB highly qualified teacher requirement. Moreover, these requirements are built into the QA review process; thus, they are evaluated on an annual basis. In addition, JJEOP is conducting research to identify best practices in the recruitment, hiring, and training of qualified teachers.

## **Florida Compared to the Nation**

This section compares Florida's current accountability system with that of the national average (i.e., the most frequent response provided by the participating states). Six aspects will be compared: (1) states' administration of their juvenile justice education systems; (2) implementation of general NCLB requirements; (3) implementation of Title I, Part D, specifically; (4) outcome data; (5) level of accountability; and (6) legal implications.

Regarding the structure of the systems themselves, Florida resembles the average state, in which the state educational agency is ultimately in charge of education. While state correctional/youth agencies typically employ the teachers throughout the nation, in Florida, local school districts and private agencies fulfill this function. The states are closely split between those that do not have private juvenile justice schools and those that do, with a slight majority of states not having private providers. In Florida, 45% of the juvenile justice educational programs are privately operated. The biggest break with the national average occurs in the size of the juvenile justice system: Florida has an estimated daily population of approximately 10,000 youths in detention, day treatment, and residential commitment programs, while the typical state handles fewer than 500 youths. In fact, only four other states (California, Maryland, Michigan, and Texas) reported having more than 5,000 youths in their systems on any given day.

Alternately, Florida is similar to the majority of the states with respect to NCLB compliance. First, as previously mentioned, both Florida and the average state include their juvenile justice schools in AYP calculations. Second, when asked about their progress in implementing the NCLB highly qualified teacher requirement, both Florida and the average state responded that they are working under the guidance of their state educational agency.

A stark difference emerges, however, when examining compliance with the Title I, Part D, program evaluation requirement. Whereas Florida is using outcome data, almost half of the states responded that they do not know or are unable to determine their progress in meeting this requirement.

Florida is also relatively unique with regards to outcome data. The average state uses pre- and post-testing and/or state assessments as indicators of student performance. Florida, on the other hand, uses five measures: (1) recidivism, in relation to other educational outcomes; (2) return to and attendance in school following release; (3) annual state assessments; (4) graduation rates; and (5) student progression. While most states collect some educational

outcome data on their juvenile justice youths, few collect more than three measures. Most states, including Florida, use outcome measures for evaluation purposes. Florida also uses multiple methods of data collection: (1) self-reports; (2) management information systems; and (3) audits. Conversely, most states use self-reports and/or management information systems alone. Only five other states reported using audits to measure program performance.

Florida's monitoring procedure is also somewhat different. As previously discussed, Florida uses both on-site monitoring and a formal monitoring instrument. And while most states have on-site monitoring, only five other states reported using a formal monitoring instrument. In addition, neither Florida nor the typical state use accreditation as a monitoring procedure; however, Florida and the average state conduct these evaluations annually. In the event of unsatisfactory evaluations, Florida offers both financial and provider consequences (i.e., revoke contract or change provider); the average state only has financial consequences for poor performance.

As revealed in Figure 6.4-15, most states, including Florida, have experienced litigation over their juvenile justice education systems. And, while less than half of the states made any organizational or accountability changes as a result of the litigation, Florida's response to its lawsuit included four major alterations: (1) overall organizational change; (2) educational organizational change; (3) custody organizational change; and (4) accountability change. Specifically, in response to a class action lawsuit referred to as "the Bobby M. case" (1983), Florida undertook a complete overhaul of its juvenile justice education system. This case resulted in creating the Department of Juvenile Justice, designating the Department of Education as the lead agency for juvenile justice education, placing the responsibility of educational services with local school districts, and mandating a research-driven QA system for both custody/care and education.

In sum, it appears that Florida has had more success in adapting to NCLB than has the average state. In particular, Florida excels in the following areas, despite its significantly larger delinquent population: (1) progress in implementing the Title I, Part D, program evaluation requirement; (2) collection of multiple outcome measures; (3) use of multiple methods of outcome data collection; (4) use of a formal monitoring instrument; and (5) system improvement as a result of litigation. In the following section, these findings are discussed as they relate to the increased demand for accountability arising from both NCLB and lawsuits. In addition, JJEEP's future research initiatives regarding this subject are presented.

## 6.6 Summary Discussion

This chapter was intended to illustrate both the nation and Florida's progress in implementing the requirements of NCLB. As Section 6.4 demonstrated, there are varying levels of progress in complying with NCLB mandates. For example, states have made more progress in implementing AYP and highly qualified teacher requirements than they have the Title I, Part D, program evaluation requirement. In addition, while most states collect outcome measures of academic gains, it is rare for them to examine community reintegration measures. Moreover, most states have experienced litigation, yet their responses to these legal interventions are somewhat limited.

Section 6.5 was devoted to Florida's accountability system. This section demonstrated that Florida is, indeed, well ahead of the curve, especially in the areas of Title I, Part D, outcome measures, monitoring, and responses to litigation. In short, Florida has had more success in implementing specific NCLB requirements. Given the drastically differing degrees in responses to litigation, it seems probable that more lawsuits may be forthcoming, particularly in those states that have demonstrated minimal compliance with NCLB.

One of the major findings, however, is the fragmentation of these state organizational structures. As touched upon in Section 6.2, the highly fragmented nature of multiple agencies that comprise these systems presented an obstacle in conducting the survey. Basically, various individual agencies were simply unaware of the operations of other involved agencies within their states. Because this fragmentation appears to have a direct effect on the knowledge certain component parts of these systems have regarding other component parts, it is possible that this lack of agency coordination has a negative effect on service delivery. Thus, in 2005, JJEEP plans to repeat the survey in an effort to determine the effect of multiple agencies and fragmentation on the provision of educational services within juvenile justice education systems. Another area for future research is the reliability and validity of the different outcome measures used by the states. In particular, JJEEP will examine the literature pertaining to the various outcome measures in order to identify the most useful types of outcome indicators. Finally, in the 2005 national survey, JJEEP will look at causation. JJEEP will incorporate variables into the next survey that will be compatible with causal analysis. As this was an exploratory analysis, this survey laid the foundation for more research-driven measures. For example, the 2005 survey will examine the relationship between complex organizational structures and service delivery.

In sum, although this survey has identified several important factors in the provision of education within juvenile justice systems, the 2005 survey will elicit more direct information regarding system improvement and best practices. Specifically, this survey suggests that fragmented organizational structures may have a significant impact on service delivery. In 2005, JJEEP will seek to ascertain which structures are most strongly associated with favorable outcomes, as well as which structures appear to be correlated with low levels of compliance and litigation.



# CHAPTER 7

## COHORT I: INCARCERATION, EDUCATIONAL ACHIEVEMENT, AND COMMUNITY REINTEGRATION

### 7.1 Introduction

One of JJEEP's primary research objectives is to examine the trajectories of students released from juvenile justice educational programs. While negative outcomes, such as rearrest, remain the typical focus of juvenile justice evaluation studies, JJEEP also examines positive outcomes following release. These outcomes include improved academic performance, immediate return to school, sustained participation in school long term, and completing high school.

Chapter 8 of the 2003 JJEEP Annual Report presented individual-level performance data as well as programmatic differences in short-term outcomes for students released from juvenile justice residential programs in FY2000-01. The primary purpose of this chapter is to extend the follow-up period of the FY2000-01 cohort to determine if the positive short-term effects of academic achievement while incarcerated continue when following students for longer periods of time after their re-entry into the community. Our earlier study, using the same FY2000-01 release cohort, followed youths through FY2001-02 in terms of whether they returned to public school following release and whether or not they were rearrested. The current chapter extends the cohort's follow-up period another year (through FY2002-03) to determine the effects of long-term school attendance and the likelihood of rearrest. Before presenting the results for the extended community reintegration study, this chapter summarizes the findings from the short-term follow-up analysis conducted in 2003.

There are five research questions guiding the analysis presented in this chapter. These questions address the overall issue of whether higher levels of academic achievement for youths released from juvenile justice residential programs results in a greater likelihood of returning to school and remaining in school and a decrease in the likelihood of being rearrested.

Research questions one through three are addressed through a summary of the findings reported in the 2003 JJEEP annual report.

- (1) Does above average academic achievement while incarcerated increase the likelihood of youths returning to school following release?
- (2) Does returning to school with above average attendance reduce the likelihood of youths being rearrested following release?

- (3) Does earning a high school diploma or General Educational Development (GED) diploma while incarcerated reduce the likelihood of youths being rearrested following release?

Research questions four and five are addressed with extended follow-up data.

- (4) Does earning a diploma or remaining in school at 12 months following release reduce the likelihood of youths being rearrested?
- (5) Does earning a diploma or remaining in school at 24 months following release reduce the likelihood of youths being rearrested?

This chapter is comprised of three subsequent sections that address the five research questions by providing data related to the longitudinal outcomes of students who were released from juvenile justice residential commitment programs between July 1, 2000, and June 30, 2001. Section 7.2 details the various data sources and methods used to conduct the study. Section 7.3 presents descriptive statistics, longitudinal outcome findings and the empirical results of the analysis that provide the basis for answering the five research questions. Section 7.4 provides a summary discussion of the research results, the policy implications of these results, and the focus of JJEEP's continuing longitudinal research.

## **7.2 Data Sources and Methods**

Data were obtained from the Juvenile Justice Education Enhancement Program (JJEEP), the Florida Department of Education (DOE), the Florida Department of Law Enforcement (FDLE), and the Florida Department of Corrections (DOC). A cohort of 4,688 students released from juvenile justice programs in FY2000-01 was constructed using DOE's Survey 5 data. Students enrolled under school numbers assigned to juvenile justice residential programs were selected and then reviewed to ensure that they had a valid withdrawal code from a juvenile justice residential 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.<sup>1</sup> Once the cohort was constructed using DOE data, it was matched to data files obtained from FDLE (arrest), DOC (imprisonment), and JJEEP (program characteristics data). Three years of data were used from all state datasets, including the year of releases (FY2000-01) and an additional two years of follow-up data (FY2001-02 and FY2002-03). 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 D.

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<sup>1</sup> It is possible for a student to be committed to and released from more than one juvenile justice residential 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. In addition, if a student had a high school diploma or its equivalent prior to being placed in a juvenile justice residential program and before the start of FY2000-01, he/she would not have a record in the DOE school files for that year and would not be reported in the cohort.



The cohort included school follow-up information from two to three years post-release, depending on the time of year students were released from a juvenile justice residential program. Therefore, students may have returned to school any time within two to three years of release. Immediate returns to school are defined as those students who returned to public school within one semester after release from a juvenile justice residential program. Eventual returns to school are defined as students who returned to school by the end of the follow-up period in June 2003. Therefore, since we have added an additional year of DOE data to our FY2000-01 cohort, the number of eventual returns to school and high school graduations is likely to increase from what was reported in the 2003 JJEEP Annual Report.

It is important to note that while this chapter reports on the same cohort as Chapter 8 of the 2003 JJEEP annual report, updated DOE and FDLE data have resulted in minor changes to a number of the measures. The changes in the measures do not alter the basic distributions of the variables or the overall conclusions derived from the figures. Additionally, various techniques were employed to improve the measures described and used in this chapter; therefore, some modifications were made to the cohort data as originally developed. For example, it was discovered that Manatee Juvenile Justice Charter School is actually three separate juvenile justice programs with different security levels. A list of the youths in the cohort from the Manatee charter school was sent to program staff who identified which of the three programs the youths were housed in, and the data were corrected accordingly. Additionally, JJEEP staff discovered instances in which a student earned a diploma while in a juvenile justice residential program, but the diploma was awarded by a public school shortly after the student’s release. These cases were changed to reflect earning a diploma while in a juvenile justice residential program.

Table 7.2-1 describes the four outcome variables used in the longitudinal analysis in this chapter. JJEEP employed two community reintegration measures, including return to school and rearrest, within varying lengths of follow-up.

**Table 7.2-1: 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 release from a juvenile justice residential program (0=No, 1=Yes).
Rearrest within Six Months of Release	If the student was rearrested within six months after release from a juvenile justice residential program (0=No, 1=Yes).
Rearrest within One Year of Release	If the student was rearrested within one year after release from a juvenile justice residential program (0=No, 1=Yes).
Rearrest within Two Years of Release	If the student was rearrested within two years after release from a juvenile justice residential program (0=No, 1=Yes).

Note: For students who returned to public school within one semester of release from a juvenile justice residential program, their follow -up period for rearrest began on the date they enrolled in school.

The variable “return to school following release” reflects whether or not a student who was released from a Department of Juvenile Justice (DJJ) residential facility in FY2000-01 returned to a public school within one semester after release. Rearrest within six months, one year, and two years of release indicates whether the releasee was arrested within these various time periods after release for a crime serious enough to warrant fingerprinting and submission of the arrest event to FDLE. For a more detailed description of arrest data, see appendix G.

The control variables are described in Table 7.2-2. These variables are used to describe the release cohort and are included in the statistical models detailed later. These variables were chosen because of their likelihood of influencing the outcome variables described previously.

**Table 7.2-2: Control Variables Used in the Longitudinal Analysis**

<b><i>Control Variables</i></b>	<b><i>Description</i></b>
Age at Release	Age at release based on release date and date of birth
Race	White = 0, Non-White = 1
Gender	Male = 1, Female = 0
Length of Stay in DJJ	Number of months in DJJ facility
Age Grade Level	Number of years youths are behind in school based on their current grade enrolled at release from a residential commitment facility compared to the grade they should in based on their age (0 to 1 = 0, 2 or more = 1).
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.
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.
Prior Arrests	Number of arrest events reported to FDLE prior to DJJ release.
SWD (Cognitive Disability)	Students who were identified in DOE data as Educable Mentally Handicapped (EMH), Trainable Mentally Handicapped (TMH), or Profoundly Mentally Handicapped (PMH) (0=No, 1 = Yes).
SWD (Emotional & Behavioral Disability)	Students who were identified in DOE data as Emotionally Handicapped (EH) or Severely Emotionally Disturbed (SED) (0=No, 1 = Yes).

<b>Control Variables</b>	<b>Description</b>
SWD (Learning Disability)	Students who were identified in DOE data as Specific Learning Disabled (SLD) (0=No, 1 = Yes).
SWD (Other)	Students who were identified in DOE data with any other disability (0=No, 1 = Yes).
Return to School and Attendance	If the student returned to the public school within one semester after DJJ release and level of attendance at school(s) (0=no return, 1=return and below average attendance, 2=return and above average attendance).
Sustained in School at One Year	If the student was enrolled in public school one year after DJJ release (0=No, 1=Yes).
Sustained in School at 18 Months	If the student was enrolled in public school 18 months after DJJ release (0=No, 1=Yes).
Sustained in School at Two Years	If the student was enrolled in public school two years after DJJ release (0=No, 1=Yes).
Program Security Level	The security level of the program assigned by DJJ. Includes low, moderate, high, and maximum.
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).
School Dropout Due to Recombitment	If student returned to public school after DJJ release but was removed from school as a result of a new DJJ residential commitment or a commitment to state prison.
School Dropout Not Due to Recombitment	If student returned to public school after DJJ release but left school before graduating for a reason other than a new DJJ residential commitment or a commitment to state prison.

The variables “Sustained in School at One Year,” “Sustained in School at 18 Months,” and “Sustained in School at Two Years” reflect whether or not a student was in school after one year, 18 months, or two years after release or if that student had earned a high school diploma or GED diploma within these time periods. The statistical method used to determine the effect of the control variables upon 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, or likelihood, of an outcome occurring, all other control variables being equal.

### 7.3 Results

This section presents a descriptive overview of the characteristics and post-release outcomes of the 4,688 students released from juvenile justice residential programs that make up the FY2000-01 cohort and the characteristics of the facilities from which they were released.

Table 7.3-1 presents the demographic characteristics of the students released from juvenile justice residential programs that comprise the FY2000-01 cohort.

**Table 7.3-1: Characteristics of Students in the Cohort**

	<i>Number</i>	<i>Percentage</i>
<b>Gender</b>		
Male	4,061	87%
Female	627	13%
Total	4,688	100%
<b>Race</b>		
White	2,103	45%
Non-White	2,585	55%
Total	4,688	100%
<b>Age</b>		
Age at DJJ release	16.9 (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 16.9, and the ages ranged from 7 to 21. The cohort contains a higher proportion of Non-Whites (55%) than Whites (45%).

Table 7.3-2 displays summary statistics on age at release and length of confinement within the various juvenile justice residential program security levels.

**Table 7.3-2: 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=561 (12%)		n=2,813 (60%)		n=1,233 (26%)		n=81 (2%)		n=4,688 (100%)	
	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Age at Release	16.2	11-19	16.8	7-20	17.3	11-21	17.8	15-21	16.9	7-21
Length of Stay in Months	3	1-17	7	1-22	11	3-23	11	2-22	8	1-23

Note. n=number of students.

The majority of students (60%) in the cohort were released from moderate security facilities, 26% from high security facilities, 12% from low security programs, and only 2% of the students from maximum-security programs. The average length of stay increases as security levels increase. Students in low security facilities averaged three months in juvenile justice residential programs, those in moderate security programs averaged seven months, and those in high and maximum-security facilities averaged 11 months. Additionally, the age of the students at release increases with higher facility security levels.

Table 7.3-3 presents the percentage of the various types of educational credits earned by students 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 7.3-3: 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>Average Credits Earned per Student</i>
Total Credits	2,319	4.7
Academic Credits	2,112	2.7
Elective Credits	2,054	1.8
Vocational Credits	1,336	1.1

*Note.* This table includes only students who earned credits. 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.

Forty-nine percent (49%) of the cohort earned some type of high school 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 7.3-3 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 at an average rate of 2.7 academic credits per student. Elective credits were next with an average rate of 1.8 elective credits per student. Vocational credits were the least prevalent, at an average rate of 1.1 vocational credits per student.

Table 7.3-4 provides information concerning the level of enrollment, attendance, and absence in public school for the 1,527 students in the cohort who returned to school within one semester of release. Of the 1,527 students, 196 did not have attendance information available. These 196 students are included in the return to school category but are excluded in analyses that use attendance information.

**Table 7.3-4: Attendance in Public Schools After Release From a Juvenile Justice Residential Program**

	<i>Average School Days per Student</i>	<i>Percentage of School Days per Student</i>
Present	87	77%
Absent	23	22%
Enrolled	110	99%

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

These data show that for the 1,341 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 110 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 school.

Table 7.3-5 provides information about the types of disabilities for students in the cohort who were reported as students with disabilities. The data show that 35% of the cohort were diagnosed with some type of cognitive, behavioral, or learning disability, and 1% with some other type of disability.

**Table 7.3-5: Type of Disability for Students with Disabilities**

	<i>Number</i>	<i>Percentage of Total Cohort</i>	<i>Percentage of Students with Disabilities</i>
Emotional & Behavioral Disability	839	18%	50%
Learning Disability	614	13%	37%
Cognitive Disability	171	4%	10%
Other	53	1%	3%
<b>Total</b>	<b>1,631</b>	<b>36%</b>	<b>100%</b>

*Note:* Other includes Speech Impaired, Language Impaired, Deaf or Hard of Hearing, Hospital Homebound, and Other Health Impaired.

The most common disability identified was behavioral, with 18% of the cohort receiving this diagnosis. The behavioral diagnosis accounted for 50% of the students with some type of disability. The next most common disability was for learning (13% of the cohort and 37% of those with a disability), and the third most common was for a cognitive disability (4% of the cohort and 10% of those with a disability).

Table 7.3-6 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 7.3-6: Characteristics of Residential 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	561	15%	12%
Moderate Security	74	2,813	64%	60%
High Security	22	1,233	19%	26%
Maximum Security	3	81	3%	2%
Total	116	4,688	101%	102%
<b>Facility Characteristics</b>				
Facility Size	98 (mean)		8-350 (range)	
Length of Stay (in months)	8 (mean)		1-23 (range)	
<b>Educational Services Provided</b>				
Educational Services Provided by School District	75	2,887	65%	62%
Educational Services Provided by Private Providers	41	1,801	35%	38%
Total	116	4,688	100%	100%

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

Table 7.3-6 illustrates that the majority of the 116 programs in which the cohort of releases were served were moderate security facilities (64%), with 60% of the students being released from these facilities. Fifteen percent of the programs were low security, and 12% of the students were released from these facilities. Nineteen percent of the facilities were high security, and 26% of the students were released from these facilities. Only 3% of the programs were maximum-security facilities, and 2% of the students were released from these facilities. The majority of students (62%) were released from juvenile justice residential programs where the educational services were provided by the public school district as opposed to a private provider.

## Academic Attainment While Incarcerated and Community Reintegration Outcomes

Table 7.3-7 presents information about the releases in terms of several outcome measures. The outcome measures include: number and percentage of students returning to school within one semester and remaining in school long term (one year, 18 months, and two years), being arrested after release (within 6 months, 1 year, 18 months, and 2 years), being re-committed to a juvenile justice residential program or state prison, and the frequency of diplomas of various types while incarcerated and following their release from a juvenile justice residential program. It is important to note that students who earned a high school diploma or a GED diploma while in a juvenile justice residential program or who were placed in a juvenile justice aftercare program for an extended period of time are not included in the figures that are related to returning to school because they have completed their secondary education.

Table 7.3-7: Descriptive Statistics on Outcome Measures: Return to School and Diplomas (N=4,688)

<i>Return to School</i>	<i>Number</i>	<i>Percentage</i>
Return to school within one semester	1,527	36%
Sustained in school for 1 Year*	746	49%
Sustained in school for 18 Months*	507	33%
Sustained in school for 2 Years*	472	31%
Eventual Return to school	373	8%
Total returned to school**	1,900	43%

<i>Diploma</i>	<i>Number</i>	<i>Percentage</i>
<b>Diploma in DJJ program</b>	<b>305</b>	<b>7%</b>
Standard diploma	40	13%
Special diploma	11	4%
GED diploma	254	83%
<b>Diploma after DJJ release</b>	<b>368</b>	<b>8%</b>
Standard diploma	142	39%
Special diploma	73	20%
GED diploma	153	42%
<b>Total Diplomas</b>	<b>673</b>	<b>14%</b>

Note. Not mutually exclusive within sustained group.

\*Sustained in school includes students who earned a high school diploma after returning to school.

\*\*This total includes all youths who return to school within two to three years post-release.

Table 7.3-7 includes several outcomes for the 4,688 students in the cohort. The total number of students returning to school is 1,900, or 43%, of the cohort. More specifically, 36% (1,527) of these students returned to school within one semester of release, while an additional 8% (373) returned to school *eventually*. Of the 1,527 students who returned to school within one semester, 49% (746) earned a diploma or remained in school for at least one year following release. Thirty-three percent (507) earned a diploma or remained in school for at least 18 months following release, and 31% (472) earned a diploma or remained in school for at least two years following release.

The number of students earning a diploma while in a residential DJJ program or following their release demonstrates a positive outcome. In terms of diplomas earned, 305 students, or 7% of the cohort, earned a high school diploma or its equivalent while in their first juvenile justice residential program, and the majority (254) of these were GED diplomas. There were an additional 368 students (8% 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, 42% earned a GED diploma, 39% earned a standard diploma, and the remaining 20% earned a special high school diploma.

These outcomes, however, do not fully describe the different trajectories or pathways juvenile justice youths experience following their release from residential commitment programs. Students who return to school immediately following their release may withdraw from public school for numerous reasons, including being recommitted to a juvenile justice program, moving out of state, or transferring to a private school. Further, many of these youths withdraw from school temporarily and return to school at some time in the future.



Given these multiple pathways, many students may experience long-term positive outcomes despite continued interruptions to their educational careers. The following analyses do not examine all of these different pathways but, instead, follow only those students who were released from residential commitment programs, returned to school immediately, and then either earned a diploma or remained in school over a longer period of time.

As mentioned previously, this chapter is a continuation of analyses and findings presented in Chapter 8 of the 2003 JJEEP Annual Report. In addition to a longer follow-up using new DOE and FDLE data, we include a variable measuring the youths' age/grade level while in the juvenile justice residential program, which allowed the outcome models to be recalculated. As a result, several new findings are reported here. The following is a brief summary of these findings that place our longer-term community reintegration outcomes into context.

Table 7.3-8 presents the primary variables of interest, which reported the effects of academic achievement in juvenile justice residential programs on the likelihood of returning to public school, as well as the effect of returning to school with above average attendance or earning a diploma on rearrest.

Table 7.3-8: Summary of Model Results from Chapter 8 of the 2003 JJEEP Annual Report: Logistic

<i>Independent Variables</i>	<b>Regression Models</b>	
	<i>All Residential Programs</i>	
	B	Odds Ratio
Number and Proportion of Academic Credits Earned in DJJ on Returning to School Upon Release	.519*	1.680
Return to School and Attendance on Rearrest within Six Months after Release	-.166*	.847
Earned a Diploma in DJJ on Rearrest within 12 Months after Release	-.272*	.762

\*p <.05.

### Academic Achievement and Initial Return to School Findings

The first research question, “Does above average academic achievement while incarcerated increase the likelihood of youths returning to school following release?” is answered by examining whether higher academic attainment, as measured by the number and proportion of academic credits earned while in juvenile justice residential programs, has a positive effect on students returning to school following release. Table 7.3-8 shows that students who had above average academic attainment were significantly more likely to return to school than students with below average academic attainment (.519, p<.05). In fact, after controlling for several other factors, students were 68% more likely to return to school if they had above average academic attainment while incarcerated. These findings demonstrate that above average academic achievement while incarcerated increases the likelihood of youths returning to school following release.

## **Return to School, Attendance, and Rearrest Findings**

The second research question, “*Does returning to school with above average attendance reduce the likelihood of youths being rearrested following release?*” is addressed by measuring return to school in three categories: not returning to school, returning to school with below average attendance, and returning to school with above average attendance. The results reported in Table 7.3-8 show that students were significantly less likely to be rearrested after release if they returned to school and maintained above average levels of attendance (-.166,  $p < .05$ ). More specifically, students who returned to school with below average attendance were 15% less likely to be rearrested within six months of release compared to students who did not return to school. Students who returned to school and exhibited above average attendance were 30% less likely to be rearrested within six months of release compared to students who did not return to school<sup>3</sup>. These findings support that returning to school, especially with high levels of attendance, significantly reduces the likelihood of youths being rearrested following release.

## **Diploma Earned While Incarcerated and Rearrest Findings**

The third research question, “*Does earning a high school diploma or GED diploma while incarcerated reduce the likelihood of youths being rearrested following release?*” was addressed by examining the relationship between diplomas earned while incarcerated and the likelihood of rearrest within 12 months of release from a juvenile justice residential program. The results in Table 7.3-8 show that earning a diploma while incarcerated significantly reduces the likelihood of rearrest within 12 months post-release (-.272,  $p < .05$ ). Specifically, youths who earned a diploma while incarcerated were 24% less likely to be rearrested within 12 months of release compared to students who did not earn a diploma while incarcerated and did not return to school upon release. These findings support that earning a high school diploma or GED diploma while incarcerated significantly reduces the likelihood of being rearrested following release.

## **Long-Term Effects of Sustained Participation in School after Release on the Likelihood of Rearrest**

This section of the chapter provides new analyses and findings using longer-term outcome data from DOE, FDLE, and DOC through June 2003 that were not available for the analyses reported in the 2003 JJEEP annual report. Specifically, the effects of youths remaining in school up to one and two years following release from a juvenile justice residential program on the likelihood of rearrest is examined.

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<sup>3</sup> 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 rearrest 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 reveals.

Table 7.3-9 addresses the fourth research question, “Does earning a diploma or remaining in school at 12 months following release reduce the likelihood of youths being rearrested?” The table presents the effect of students remaining in school for one year following release from a juvenile justice residential program on the likelihood of rearrest within one year. Control variables known to affect rearrest probabilities, namely whether students are behind in school, age at release, race, and gender, are included in the model to hold them constant when examining the primary variable of interest.

**Table 7.3-9: Sustained Participation in School at One Year and Rearrest  
Within One Year: Logistic Regression Model**

<i>Independent Variables</i>	<i>All Residential Programs (n=1,521)</i>	
	B	Odds Ratio
Sustained Participation in School at One Year	-.627*	.534
Two or More Years Behind in School	.010	1.010
Age at Release	.060	1.061
Race (Non-White)	.312*	1.366
Male	.802*	2.229
Program Security Level (High)	-.092	.913
Special Education (Cognitive Disability)	.288	1.334
Special Education (Emotional & Behavior Disability)	.443*	1.557
Special Education (Learning Disability)	.151	1.163
Facility Size	.002	1.002
Prior Arrests	.272*	1.313

*Note.* See Appendix G for detailed information on how the “Sustained in Public School” variable was constructed.  
n=number of students  
\*p <.05.

These data show that students who remain in school for at least one year following release are significantly less likely to be rearrested during this time period (-.627, p<.05). In fact, students who remain in school for one year post-release were 47% less likely to be rearrested than those who do not remain in school. This finding indicates that youths who earn a diploma or remain in school at 12 months following release are much less likely to be rearrested following release.

Findings related to the fifth research question, “Does earning a diploma or remaining in school for 24 months following release reduce the likelihood of youths being rearrested?” are provided in Table 7.3-10. The table presents the effect of students remaining in school for two years after release from a residential program on the likelihood of rearrest within this time period. The same control variables used in Table 7.3-9 are included in the model to hold them constant when examining the effect of remaining in school at two years.

**Table 7.3-10: Sustained Participation in School at Two Years and Rearrest Within Two Years: Logistic Regression Model**

<i>Independent Variables</i>	<i>All Residential Programs (n=1,521)</i>	
	B	Odds Ratio
Sustained Participation in School at Two Years	-.620*	.538
Two or More Years Behind in School	-.060	.942
Age at Release	.051	1.052
Race (Non-White)	.322*	1.380
Male	.919*	2.506
Program Security Level (High)	-.051	.950
Special Education (Cognitive Disability)	.529	1.697
Special Education (Emotional & Behavior Disability)	.596*	1.814
Special Education (Learning Disability)	.318	1.374
Facility Size	.001	1.000
Prior Arrests	.428*	1.533

*Note.* See Appendix G for detailed information on how the “Sustained in Public School” variable was constructed.

n=number of students

\*p <.05.

These data show that students who remain in school for two years following release are significantly less likely to be rearrested within two years (-.620, p<.05). Students who earn a diploma or stay in school for two years after release from a juvenile justice residential program are 46% less likely to be rearrested as compared to those who do not remain in school. These findings show that youths who earn a diploma or remain in school for 24 months following release are much less likely to be rearrested.

## 7.4 Summary Discussion

The findings from our continuing analyses of a cohort of 4,688 students released from residential juvenile facilities demonstrate that high academic attainment while incarcerated contributes to positive community reintegration outcomes for youths who have delinquency problems serious enough to warrant commitment to residential programs. Additionally, students who earn a diploma or remain in school for up to one and two years following release from a residential program have significantly better long term community reintegration outcomes as measured by rearrest. These findings clearly demonstrate that if students graduate or remain in school following release from a residential commitment program, they are much less likely to commit future delinquent and criminal acts.

In sum, the five research questions stated in the introduction of this chapter and associated results of this cohort's community reintegration and extended follow-up analysis are as follows:

1. *Does above average academic achievement while incarcerated increase the likelihood of youths returning to school following release?* Students who had above average academic attainment were 68% more likely to return to school as compared to students with below average academic attainment.
2. *Does returning to school with above average attendance reduce the likelihood of youths being rearrested following release?* Students were significantly less likely to be rearrested after release if they returned to school and had high levels of attendance. Students who returned to school but exhibited below average attendance were 15% less likely to be rearrested within six months of release compared to those students who did not return to school. Students who returned to school and exhibited above average attendance were 30% less likely to be rearrested within six months of release as compared to those students who did not return to school.
3. *Does earning a high school diploma or GED diploma while incarcerated reduce the likelihood of youths being rearrested following release?* Students who earned a diploma while incarcerated were significantly less likely to be rearrested within 12 months post-release. Students who earned a diploma while incarcerated were 24% less likely to be rearrested within 12 months of release than those students who did not earn a diploma.
4. *Does earning a diploma or remaining in school at 12 months following release reduce the likelihood of youths being rearrested following release?* Students who sustain their public school participation through one year were significantly less likely to be rearrested within one year. Students who remain in school for one year post-release were 41% less likely to be rearrested compared to those who do not remain in school.
5. *Does earning a diploma or remaining in school at 24 months following release reduce the likelihood of youths being rearrested following release?* Students who remained in public school through two years were significantly less likely to be rearrested within two years. Students who stayed in school for two years after release from a juvenile justice residential program were 57% less likely to be rearrested as compared to than those who do not remain in school.

These results have several important and timely policy implications related to the *No Child Left Behind Act* (NCLB). Specifically, if Florida and other states are able to successfully implement the requirements and practices of NCLB, academic achievement will be increased substantially for delinquent students not only in Florida, but also throughout the country, thereby providing better opportunities for incarcerated youths to improve their chances of successful community reintegration.

In 2005, JJEPP will be conducting outcome analyses of specific subgroups within this and other cohort populations to further explore the effect of academic achievement upon the various outcome measures reported in this chapter. These subgroups will include special education students (emotional and behavioral disabilities versus learning disabilities), students who earn diplomas while incarcerated (GED diploma versus standard high school diploma), and younger and older students. Potential gender differences will also be examined. Results from these analyses will provide policy makers more specific information on how high academic achievement affects the community reintegration outcomes of returning to school and rearrest for different types of students over longer periods of time.

# CHAPTER 8

## COHORT II: INCARCERATION, EDUCATIONAL ACHIEVEMENT, AND COMMUNITY REINTEGRATION

### 8.1 Introduction

Chapter 8 of the 2003 Juvenile Justice Educational Enhancement Program (JJEED) Annual reported findings from an analysis of 4,688 youths released from juvenile justice residential programs in FY2000-01. Included in the analysis was an examination of the effect of higher levels of academic achievement while in residential facilities on the likelihood of returning to school after release. The 2003 study found that students who returned to school upon release and students who earned diplomas while incarcerated were less likely to be rearrested following release, an additional indicator of successful reintegration into the community.

Since publishing the findings from the 2003 study, JJEED has sought to replicate the analysis with another cohort of juveniles released from residential facilities, the results of which are presented here. Given the positive findings for academic achievement in the models predicting return to school, we decided to further examine the linkage by again testing for an intervening effect of return to school on rearrest. Specifically, we explore a hypothesized causal chain linking academic achievement to desistance from delinquency (as indicated by no rearrest following release) through the intervening mechanism of return to school. The three research questions that evolved from the previous analysis and our hypothesized causal chain are as follows:

1. Does above average academic achievement while incarcerated increase the likelihood of youths returning to school following release?
2. Does returning to school with above average attendance reduce the likelihood of youths being rearrested following release?
3. Does earning a high school or a General Educational Development (GED) diploma while incarcerated reduce the likelihood of youths being rearrested following release?

This chapter is comprised of three subsequent sections. Section 8.2 describes the data sources and methods used to conduct the study. Section 8.3 presents the results of the analysis. The first set of results presented is from a descriptive analysis of students in a cohort of releases from July 1, 2001, and June 30, 2002. These figures not only describe the students in terms of their demographic characteristics and current commitment experience, they also allow for comparisons to the FY2000-01 cohort and any indications of changes in the population from one year to the next. This section also includes the results of the explanatory models of community reintegration as set forth in the research questions listed above. Section 8.4 provides a summary discussion of the results.

## 8.2 Data Sources and Methods

A cohort of 5,254 students released from juvenile justice residential programs in FY2001-02 was constructed using the Department of Education’s (DOE) Survey 5 data. Students enrolled under school numbers assigned to Department of Juvenile Justice (DJJ) residential programs were selected and then reviewed to ensure that they had a valid withdrawal code from the residential DJJ school within FY2001-02. 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.<sup>1</sup> Once the cohort was constructed using DOE data, it was then matched to data files obtained from the Florida Department of Law Enforcement (FDLE) (arrest) and JJEEP (program characteristics) data. Two years of data were used, including the year of releases (FY2001-02) and an additional follow-up year (FY2002-03). 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 D.

The cohort, which consists of releases from a residential program in FY2001-02, includes school follow-up information from one to two years post-release, depending on the time of year the students were released from a residential facility. Therefore, students may have returned to school anytime within one to two years of release. These eventual returns to school are defined as students who within the first semester of release went to another DJJ residential 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 2003. Moreover, as a new year of state data is added to the cohort, the number of eventual returns to school and high school graduations are likely to increase.

Table 8.2-1 describes the two outcome measures of community reintegration used in the explanatory models described in Section 8.3.

**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 six months of DJJ release (0=No, 1=Yes).
Rearrest within Six Months of Release	If the student was arrested within six months of DJJ release (0=No, 1=Yes).

The variable “return to school following release” reflects whether or not a student released from a juvenile justice residential facility in FY2001-02 returned to a public school within

<sup>1</sup> It is possible for students to be committed to and released from more than one DJJ residential program within a year. Given the focus on individual outcomes and community reintegration 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. Additionally, if a student had a high school diploma or its equivalent prior to being placed in a DJJ residential program and before the start of FY2001-02, then he/she would not have a record in the DOE school files for that year and would not be reported in the cohort.



one semester (six months) of release. Rearrest within six months of release indicates whether the releasee was arrested for a crime serious enough to warrant fingerprinting and submission of the arrest event to FDLE. For a more detailed description of arrest information, see Appendix E.

The explanatory variables included in the longitudinal (outcome) analysis are described in Table 8.2-2. These variables are used to describe the DJJ release cohort and are included in the 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: Explanatory Variables Used in the Longitudinal Analysis**

<i>Explanatory 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
Gender	Male = 1, Female = 0
Length of Stay in DJJ	Number of months in DJJ residential facility
Total Educational Credits Earned in DJJ	Number of academic, vocational, and elective credits earned while in DJJ residential 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.
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 were vocational credits while in the residential program prior to students' release from DJJ.
Prior School Performance	Whether or not the student was in the appropriate grade level for his or her age (yes=0; no=1).
Prior Arrests	Number of arrest events reported to FDLE prior to DJJ release.
SWD (Cognitive Disability)	Students who were identified in DOE data as Educable Mentally Handicapped (EMH), Trainable Mentally Handicapped (TMH), or Profoundly Mentally Handicapped (PMH).
SWD (Behavioral Disability)	Students who were identified in DOE data as Emotionally Handicapped (EH) and Severely Emotionally Disturbed (SED).
SWD (Learning Disability)	Students who were identified in DOE data as Specific Learning Disabled (SLD).
SWD (Other)	Students who were identified in DOE data with any other disability.

<i>Explanatory Variables</i>	<i>Description</i>
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).
Program Security Level	The security level of the program assigned by DJJ. Includes low, moderate, high, and maximum.
Facility Size	Maximum capacity of DJJ residential facility that housed the student.
Public-Operated Program	If school district directly operated educational services (0=No, 1 =Yes).

The statistical method used to determine the effect of the explanatory variables on the outcome variables in this chapter is logistic regression, or logit, analysis. This technique is commonly used in scientific research when one is trying to understand the relationship, or effects, of multiple variables on an outcome that is dichotomous (i.e., yes or no categories). This technique provides information about the unique effect of each explanatory variable on the outcome variable: the relative effect of each variable on the outcome variable, holding all other variables in the model constant, and whether or not the unique effect of each control variable is statistically significant<sup>2</sup>. In addition, the logit regression technique produces 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, with all other control variables being equal. These odds ratios can be converted to a percentage increase or decrease by subtracting the statistic from 1 and multiplying by 100 (e.g.,  $1 - .859 \times 100 = 14.1\%$  decrease).

### 8.3 Results

This section presents a descriptive overview of the characteristics and post-release outcomes of the 5, 254 students released from DJJ residential facilities that make up the FY2001-02 cohort and the facilities from which they were released.

Table 8.3-1 displays the demographic characteristics of the students released from DJJ residential facilities that comprise the FY2001-02 cohort.

<sup>2</sup> For this analysis, we use a statistical significance threshold of  $p < .05$ , which means that there is less than a five percent chance that the reported findings are not generalizable to a larger population.

Table 8.3-1: Characteristics of Students in the Cohort

	<i>Number</i>	<i>Percentage</i>
<b>Gender</b>		
Male	4,361	83%
Female	893	17%
Total	5,254	100%
<b>Race</b>		
White	2,509	48%
Black	2,306	44%
Hispanic (non-white)	364	7%
Other (non-white)	75	1%
Total	5,254	100%
<b>Age</b>		
Age at DJJ release	16.9 (mean)	7.6-22 (range)

The figures presented in Table 8.3-1 indicate very little change in the demographic characteristics of this population of juveniles from FY2000-01 to FY2001-02. The FY2001-02 cohort is slightly less male (83%) and slightly more White (48%) than the FY2000-01 cohort (86.6% and 44.9%, respectively). The average age of the students at the time of release from their residential commitment, however, is exactly the same for both years (16.9 years).

Table 8.3-2 displays summary statistics on age at release and length of confinement within the various DJJ residential program security levels. Note that our methodology was revised for this year's analysis with regard to the length of confinement variable. Whereas the results reported for the FY2000-01 cohort were calculated for all qualifying releases, the results for the FY2001-02 cohort were calculated only for those releases in which the student was confined for 60 days or more. This revision resulted in figures for length of confinement that are not comparable to those for the previous year's cohort.

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

<b>Security Level</b>	<b>n</b>	<b>Age at Release</b>		<b>Length of Stay (in months)</b>	
		Mean	Range	Mean	Range
Low	695 (13%)	16.2	10.6-19	15	2-30
Moderate	2,982 (57%)	16.7	7.6-20	12	2-34
High	1,445 (28%)	17.4	7.7-22	14	2-36
Maximum	132 (3%)	17.9	13.7-20	18	3-29
Total	5,254 (100%)	16.9	7.6-22	13	2-36

n=number of students

As found for the FY2000-01 cohort, the majority (57%) of students in the FY2001-02 cohort were released from moderate security facilities. The distribution of students across the other three security levels remained fairly constant as well, with 28% of students being released from high security facilities (compared to 28% for FY2000-01 cohort), 13% from low security programs (compared to 12% for FY2000-01 cohort), and 3% of the students from maximum-security programs (compared to 2% for FY2000-01 cohort). The mean age by security level changed by less than 0.2 years for any given category, and, as noted for the previous year’s cohort, 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 youths 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 DJJ 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	2,914	100	5.3
Academic Credits	2,599	51	3.0
Elective Credits	2,549	34	2.0
Vocational Credits	1,660	15	1.4

*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.

Fifty-six percent of the cohort earned some combination of high school 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 5.3 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 3.0 academic credits per student. Elective credits (34%) were the next most common, at an average rate of 2.0 elective credits per student. Vocational credits were the least prevalent, comprising only 15% of the credits earned by students, at an average rate of 1.4 vocational credits per student.

Table 8.3-4 provides information about the level of enrollment, attendance, and absence in public school for the 2,009 students in the cohort who returned to school within one semester of release.

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	85	83%
Absent	17	17%
Enrolled	102	100%

*n*=2,009

These data show that, for the 2,009 students (38% of the cohort) who returned to school within one semester, the average length of enrollment was 102 school days. On average, students who returned to school were present 83% of the days and absent 17% of the days they were enrolled in school.

Table 8.3-5 provides information about the types of disabilities for students in the cohort who were reported as students with disabilities.

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>
Emotional & Behavioral Disability	972	19	51%
Learning Disability	706	13	37%
Cognitive Disability	162	3	9%
Other	61	1	3%
<b>Total</b>	1,901	36	100%

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

Table 8.3-5 shows that 35% of the cohort was diagnosed with some type of cognitive, behavioral, or learning disability, and 1% with some other disability. The most common disability identified was behavioral in nature, with 19% of the cohort receiving this form of diagnosis. This diagnosis accounted for 51% of the students with some type of disability. The next most common disability identified was for learning (13% of the cohort and 37% of those with a disability), and the third most common was a cognitive disability (3% of the cohort and 9% of those with a disability).

Table 8.3-6 provides information about the DJJ 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 Department of Juvenile Justice (DJJ) Residential Programs From Which Students Were Released**

<i>Number of Programs=119</i>	<i>Number of Programs</i>	<i>Number of Students</i>	<i>Percentage of Programs</i>	<i>Percentage of Students</i>
Low Security	17	695	14%	13%
Moderate Security	74	2,982	62%	57%
High Security	24	1,445	20%	28%
Maximum Security	4	132	3%	3%
Total	119	5,254	99%	101%
Facility Size	91 (mean)		7-350 (range)	
Length of Stay (in months)	6 (mean)		0-36 (range)	
Average Student to Teacher Ratio	13.0 (mean)		6-22 (range)	
Maximum Student to Teacher Ratio	15.4 (mean)		5.5-30 (range)	
Educational Services Provided by School District	73	3,035	61%	58%
Educational Services Provided by Private Providers	43	2,177	36%	41%
Other – governmental	1	21	1%	0.4%
Data missing	2	21	2%	0.4%
Total	119	5,254	100%	100%

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

Table 8.3-6 illustrates that the majority of the 119 programs in which the cohort of releases served were moderate security facilities (62%), and 57% of the students were released from these moderate security level programs. Another 14% of the programs and 13% of the students were released from low security facilities. Twenty percent of the facilities and 28% of the students were released from high security programs. Three percent of the programs were maximum risk facilities, and 3% of the students were released from maximum risk facilities. The majority of programs (73%) and students (58%) were released from DJJ facilities in which the educational services were provided by the public school district rather than by a private educational provider.

Table 8.3-7 presents information about the releases in terms of the outcome measures. These measures include the number and percentage of students returning to school after release and frequency of earning diplomas of various types while incarcerated.

Table 8.3-7: Descriptive Statistics on Outcome Measures

<i>Return to School</i>	<i>Number</i>	<i>Percentage</i>
Return to school within one semester (6 mos.)	2,009	38%
Return to school within 12 months	2,204	42%
Total return to school	2,425	N/A
<b>Diploma</b>		
<b>Diploma earned prior to release</b>	<b>381</b>	<b>7%</b>
Standard diploma	183	48%
Special diploma	38	10%
General Educational Development (GED) diploma	160	42%
<b>Diploma in subsequent DJJ residential program</b>	<b>98</b>	<b>2%</b>
Standard diploma	31	32%
Special diploma	3	3%
GED diploma	64	65%
<b>Diploma after return to public school</b>	<b>197</b>	<b>4%</b>
Standard diploma	93	47%
Special diploma	34	17%
GED diploma	70	36%
<b>Total Diplomas</b> (while incarcerated or within 1 year of release)	<b>676</b>	<b>12%</b>
Standard diploma	307	45%
Special diploma	75	11%
GED diploma	294	43%

As reflected in Table 8.3-7, of the 5,254 students in the cohort, 38% returned to school within one semester of release, and 42% enrolled in school within 12 months.

In terms of diplomas earned, 381 students, or seven percent of the cohort, earned a high school diploma or its equivalent while incarcerated in a DJJ residential program; approximately half of these were standard high school diplomas, with GED diplomas accounting for 42%. There were an additional 197 students (four percent of the cohort) who returned to public school after release and earned a high school diploma or its equivalent and an additional 98 who were recommitted to DJJ and subsequently earned a diploma or its equivalent in the DJJ residential educational program. Of those students who earned a diploma after release, 45% earned a GED diploma, 42% earned a standard diploma, and the remaining 13% earned a special high school diploma.

## Academic Achievement while Incarcerated and Community Reintegration Outcomes

The following tables present the results of our explanatory models of community reintegration, which address several questions relating to the effect of academic achievement while incarcerated on two outcome measures: return to school and rearrest after release from DJJ. We first present the results of an explanatory model of academic achievement to examine its effect on return to school.

## Academic Achievement and Return to School

The results presented in Table 8.3-8 address the question of whether higher levels of academic achievement while incarcerated increase the likelihood of youths returning to school following release, controlling for known predictors of successful reintegration into the community.

**Table 8.3-8: Academic Achievement and Likelihood of Returning to School Within Six Months of Release: Logistic Regression Models (High School-level Students Only)**

<i>Explanatory Variables</i>	<i>Maximum-Likelihood Coefficient (B)</i>	<i>Odds Ratio</i>
Academic Achievement	0.188*	1.207
Below grade level	-0.902*	0.405
Age at Release	-0.753*	0.471
Race (Non-White)	0.273*	1.313
Male	0.030	1.031
Cognitive Disability	0.826*	2.283
Emotional & Behavioral Disability	0.321*	1.379
Learning Disability	0.312*	1.366
Program Security Level (Maximum/High)	-0.105	0.901
Number of prior arrests	-0.010	0.990
Arrest within 6 months of release	0.002	1.002
Length of Stay	-0.002	0.998
Facility Size	-0.002*	0.998
Public-Operated Program	-0.029	0.971
N	3,793	

\*p<.05.

The results in Table 8.3-8 show that for students attempting high school credits in residential programs, the higher their levels of academic achievement while in that program, the greater their likelihood of returning to public school after release. In the previous study of the FY2000-01 cohort, academic achievement was also found to have a positive and statistically significant effect on the likelihood of a student returning to school, with students with above average academic achievement 58% more likely than those with below average achievement to return to school within one semester of release. For the current analysis, using the continuous measure of academic achievement rather than last year's above/below average distinction, the interpretation of the results is slightly different. The figures presented here indicate that for every unit (z-score) increase in the number and proportion of academic credits earned in the program, the likelihood of returning to school increases by 21%, even when controlling for the other individual and program-level factors that predict return to school.



## Academic Achievement, Return to School, Attendance, and Rearrest

The final two research questions are addressed in the models presented in Tables 8.3-9 and 8.3-10. These questions refer to our second measure of community reintegration, rearrest following release, and the effects of earning a high school diploma or a GED diploma while incarcerated and returning to school with above average attendance on that outcome.

The second explanatory variable of interest, returning to school and level of attendance, was measured dichotomously as return to school with above-average attendance vs. no return to school or return to school with below average attendance. Table 8.3-9 shows the results for that and the control variables on the likelihood of rearrest within six months of release.

**Table 8.3-9: Return to School with Above Average Attendance and Likelihood of Rearrest Within Six Months of Release: Logistic Regression Models**

<i>Explanatory Variables</i>	<i>Maximum-Likelihood Coefficient (B)</i>	<i>Odds Ratio</i>
Return to School with Above Average Attendance	-0.831*	0.436
Below grade level	-0.123	0.884
Age at Release	0.012	1.012
Race (Non-White)	0.299*	1.349
Male	0.764*	2.147
Cognitive Disability	-0.217	0.805
Emotional & Behavior Disability	-0.038	0.962
Learning Disability	-0.066	0.936
Program Security Level (Maximum/High)	0.033	1.034
Number of prior arrests	0.190*	1.209
Length of Stay	0.002	1.002
Facility Size	0.000	1.000
Public-Operated Program	-0.000	1.000
N	4,869	

\*p<.05.

The figures presented in Table 8.3-9 indicate that, after controlling for several other factors, students released from DJJ residential facilities were significantly less likely (56% less likely) to be rearrested after release if they returned to school and had high levels of attendance. Besides race and gender, the number of prior arrests was the only additional significant predictor of arrest within six months of release.

Table 8.3-10 examines the relationship between diplomas earned while incarcerated and the likelihood of rearrest within six months of release from a DJJ residential facility. This analysis only includes students who received their high school diploma or its equivalent while enrolled in a DJJ residential school and a comparison group composed of students aged 16 or older who did not return to school. From JJEEP 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. Because 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 years of age 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 8.3-10: Academic Achievement (earning a diploma) and Likelihood of Rearrest Within Six Months of Release: Logistic Regression Models**

<i>Explanatory Variables</i>	<i>Maximum-Likelihood Coefficient (B)</i>	<i>Odds Ratio</i>
Diploma earned while incarcerated	-0.084	0.919
Age at Release	0.285*	1.329
Race (Non-White)	0.284*	1.328
Male	0.904*	2.470
Cognitive Disability	-0.562	0.570
Emotional & Behavioral Disability	0.006	1.006
Learning Disability	0.058	1.060
Program Security Level (Maximum/High)	-0.027	0.973
Number of prior arrests	0.185*	1.203
Length of Stay	-0.006	0.994
Facility Size	0.001	1.001
Public-Operated Program	0.098	1.102
N	2,396	

\*p<.05.

The findings presented in Table 8.3-10 indicate that while earning a diploma or its equivalent reduces the likelihood of rearrest within six months of release, the effect is not statistically significant when controlling for the other explanatory variables in the model. This finding is inconsistent with that for the FY2000-01 cohort, which indicated a statistically significant effect of earning a diploma on rearrest.

## 8.4 Summary Discussion

The findings from this analysis of academic achievement and post-release outcomes demonstrate that high academic achievement while incarcerated is an important factor in the successful reintegration process of juveniles released from residential facilities. Academic achievement has a strong, positive effect on the likelihood of a student returning to public school after release, and, according to our findings, returning to school and maintaining above-average attendance significantly reduces the likelihood of future rearrest.

The above analysis was guided by three research questions:

1. Does above average academic achievement while incarcerated increase the likelihood of youths returning to school following release?
2. Does returning to school with above average attendance reduce the likelihood of youths being rearrested following release?
3. Does earning a high school diploma or a GED diploma while incarcerated reduce the likelihood of youths being rearrested following release?

Specifically regarding these questions, we found the following:

- Higher levels of academic achievement while incarcerated significantly increased the likelihood that a student would return to school within six months of release. In fact, students with above average academic achievement while incarcerated were 21% more likely to return to school following release.
- Students who returned to school upon release and maintained above average attendance levels were significantly less likely to be rearrested. In fact, these students were 56% less likely to be rearrested as compared to students who did not return to school following release.
- Students who earned a diploma while incarcerated were less likely to be rearrested following release from a residential program; however this relationship was not significant.

As far as replicating the findings of JJEEP's previous community integration study is concerned, the findings presented here provide further empirical support for the academic achievement and successful community reintegration linkage. These findings not only have implications for individual-level theories of crime and delinquency but also for policies related to educational programming for delinquent and at-risk youths. A student's positive academic achievement while in residential programs has a significant impact on the successful community reintegration of the student upon release. As a result, it is clear that efforts to monitor and review those educational programs and to develop and test "best practices" for juvenile justice education should continue and be replicated in each of the other 49 states.



# CHAPTER 9

## VOLUSIA COUNTY PILOT PROJECT

### 9.1 Introduction

Despite a diverse history, an underlying assumption of the alternative school movement has been that, although all children can learn, some may require nontraditional school settings in order to reach their full academic potential. Historically, alternative schools were intended to provide a more positive learning environment than that of traditional education schools for students unable to fully benefit from traditional schools. A trend seen in some modern day alternative schools is not so much the creation of a supportive educational atmosphere to enhance learning, but rather, a separate and highly structured school for various problem students.

Alternative education is increasingly being looked to for delinquency and dropout prevention. In the past two decades, it has become more common for young students to act out in ways that are dangerous. Additionally, larger numbers of juvenile delinquents are being incarcerated in correctional facilities, which has led to concerns about the human and financial costs of increased incarceration. One proposed solution is to have schools and other community agencies increase their efforts to develop alternative education programs and services in an attempt to prevent and/or decrease the rising amount of juvenile delinquency (Dryfoos, 1997; Howell, 1995; Walker et al., 1996). The increased use of alternative education schools as a delinquency prevention technique has led to an increased demand for these schools to be effective.

Education in juvenile justice facilities is the primary focus of the Juvenile Justice Educational Enhancement Program (JJEED), but in 2002, JJEED expanded its research with the introduction of the Volusia Alternative Education Pilot Project (Volusia Pilot Project). This project follows JJEED's tradition of researching the link between education and juvenile delinquency. Currently, alternative education schools in Florida are evaluated by a system and criteria that do not adequately assess the operations and outcomes of these schools. Inappropriate and, therefore, ineffective evaluation methods have often penalized alternative education schools unfairly and held them accountable for errors by the students' "home" schools. A statewide alternative education research and quality assurance (QA) system is now in its preliminary pilot testing stage in Volusia County.

This chapter is comprised of six subsequent sections. Section 9.2 provides a brief overview of the project. Section 9.3 discusses the evolution and current version of the alternative education standards. Section 9.4 presents the program data and trends seen during the three years of the project. The impact of QA on Volusia County's Alternative Education Disciplinary Schools during the 2005 review is described in Section 9.5. Student data are examined in Section 9.6. Section 9.7 outlines the future of the project, including how the methodology used to evaluate the alternative education disciplinary schools in Volusia

County could be utilized in alternative schools across the state of Florida. Section 9.8 provides a summary discussion of the chapter with recommendations for the implementation of a statewide QA system for alternative education schools.

## **9.2 A Review of the Volusia Pilot Project**

Students who are enrolled in Volusia County's two Alternative Education Disciplinary Schools are placed at the schools by the school district. The schools are used as an alternative to district expulsion. After engaging in a behavior that could result in expulsion, students can be given the opportunity to enroll at one of the county's alternative education disciplinary schools, in lieu of expulsion. Additionally, the superintendent can place students whom district personnel feel could benefit from an alternative education school environment.

Volusia County's two alternative disciplinary schools - Euclid Avenue Learning Center and Riverview Learning Center - serve both high school and middle school students within the same facilities. 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 body tends to come from the Daytona Beach area, which is more urban.

The opening QA review for both schools was performed in May 2003. During this review both schools had staff who provided positive support and motivation and respect for their students, adequate technology for instructional personnel and students, and a reading plan that conformed to the *Just Read Florida!* initiative. Despite these strengths, the schools also exhibited a number of weaknesses. Academic improvement plans (AIPs) were not utilized, and individualized goals and instructional objectives for non-exceptional student education (ESE) students were not developed. Even though students were sent to these alternative disciplinary schools as a result of behavioral issues, their behavioral histories were not reviewed during their orientation to the schools or at any time during their attendance at the schools. Additionally, there was little social skills instruction and a lack of consistency in what was provided. The schools' primary goals were to successfully return students to their home schools and modify the students' behavior that contributed to their initial placement in the schools. In May 2003, neither of the two schools' policies and practices contained 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 telephone call to the home school. Community involvement and mentoring were largely non-existent in both schools.

A second QA review was performed in January 2004. This review revealed considerable improvements at both schools. At Riverview, AIPs were being developed with specific, individualized long-term goals and short-term instructional objectives for academics and social/behavioral skills, which were used to guide instruction. Additionally, Riverview began to implement an exit protocol for all students. At Euclid, the previous assistant principal had retired, which represented substantial administrative change. Although minimal changes were seen at Euclid during the second QA review, the administrative change marked the beginning of a new era at Euclid.

Senior reviewers from JJEEP conducted the QA reviews and provided input into the creation of the QA standards used during the reviews. The standards are discussed in more detail in the following section.

### 9.3 Alternative Education QA Standards

The alternative education QA standards were initially patterned after JJEEP’s juvenile justice education standards for day treatment programs. Several modifications were made to the juvenile justice standards in order to accommodate the unique goals of the alternative schools. Additionally, the promising practices from the existing research literature pertaining to alternative education were integrated into these standards. Over the three-year history of the project, the alternative education QA standards have been revised annually, which parallels the modification process of the juvenile justice education standards employed by JJEEP.

The annual revision of alternative education QA standards includes incorporating information and results found in the most recent empirical research. If inconsistencies between existing QA standards and the literature are found or if new developments in the field are published, the alternative education QA standards are modified to eliminate these discrepancies and incorporate these advances. Additionally, the alternative education standards are adjusted yearly to reflect any state or federal legal policy changes that may have occurred during the most recent legislative session. Legislation can alter the requirements of education; consequently, these mandates are reflected in the standards. Reviewer experience is an additional factor in the annual revision of the alternative education QA standards. While in the field, reviewers are constantly evaluating the standards by ascertaining whether each indicator is actually measuring what the standard is attempting to capture and whether the process is being correctly performed. Moreover, reviewers provide feedback as to additional areas that ought to be monitored, further questions that must be asked, or new issues that need to be addressed. By incorporating reviewers’ input, new legislation, and current research, the alternative education QA standards reflect the most up-to-date practices and services that are necessary for an alternative education school to be highly effective in its mission.

Currently, the alternative education QA standards are comprised of four standards: transition, service delivery, school behavioral supports, and administration. The transition standard ensures smooth transition to and from the alternative education school. The necessary academic preparation for a student’s successful reentry into his/her zoned/home school is outlined by the service delivery standard. The purpose of the behavioral support standard is to provide students with the necessary supports and opportunities to impart safety and encourage positive development. The administrative activities standard is dedicated to instructional personnel qualifications, inservice training, and materials that are necessary to help students successfully accomplish their goals. These four standards consist of multiple indicators. Each indicator addresses the specific components that are necessary to fulfill the standard’s requirements. The alternative education standards provide a comprehensive rubric for an effective alternative education school.

Recent changes that have been made to the alternative education standards reflect the pervasive theme seen in the current literature - that alternative education schools have been unable to provide themselves (and, hence, their students) with clear, achievable goals and missions. This lack of a definable purpose can leave alternative education schools vulnerable to misdirection and failure; therefore, an alternative education school needs to have a mission and a strategic plan, with goals and action plans designed to achieve the designated objectives. These objectives must be reflected throughout its curriculum, its administration, its teaching approaches, its student services, and its guidance services. Another recent change is that parent involvement has been increased in all applicable areas of the standards.

The current alternative education standards do not provide the best approach for data collection—a dilemma previously seen in the juvenile justice education standards. Therefore, during the next revision process, the alternative education standards will be modified to be analogous to the current juvenile justice education standards' format. Two years ago, the juvenile justice education standards were improved with the use of benchmarks in order to facilitate both specificity and consistency. The use of benchmarks enables a more accurate description of a school's strengths and weaknesses, thereby precisely pinpointing where changes need to be made. Moreover, statewide and national trends can be correctly expressed. During QA reviews, specific evidence must be collected and weighed for each benchmark. The implementation of this new benchmark methodology aids in the uniformity and, therefore, the reliability of the data that are collected.

## **9.4 Program Data: Outcomes and Trends**

The third and most recent QA review was performed in January 2005. This review revealed the positive influence of the two previous QA reviews. The schools have taken the recommendations that were previously made and have implemented a number of changes. The QA process has had a significant impact on both of Volusia County's alternative education disciplinary schools.

The two schools have shown major improvements. Both schools have implemented student councils that will improve the students' social skills building and provide students with opportunities to practice positive social skills. Additionally, the schools have increased their links with the surrounding community via guest speakers and field trips, although Riverview has been more successful in this area than has Euclid. This notwithstanding, Euclid has shown substantial improvement. Both schools and the school district have embarked upon several major changes, but much of this progress has not had a direct impact on the recent QA scores. They are significant, however, and deserve reporting; therefore, they are described in more detail in Section 9.7.

Despite the improvements, the schools have shown a considerable deficiency in the development and use of individual academic plans (IAPs) that have specific and individualized long-term goals and short-term instructional objectives for academics (reading, writing, and mathematics) and social/behavioral skills. Moreover, neither school's reading IAPs contain goals and objectives. These shortcomings are reflected in the schools' QA scores.



Table 9.4-1 outlines the scores that each school received in all three QA reviews. In addition, the difference between the overall QA score and each indicator score between the May 2003 and January 2005 QA reviews are also included. These differences show the amount of progress each school has made since the implementation of the QA process.

There are two types of indicators, each with a separate scoring system. Compliance indicators have scores ranging from 0 to 6; a score of 0 signifies noncompliance, and 6 signifies full compliance. Currently, there are two compliance indicators in the alternative education standards: enrollment and support services. The remaining indicators are performance indicators. Performance indicators are scored from 0 to 9; 0 indicates nonperformance, and 9 indicates superior performance. For a complete description of the performance rating system, see Chapter 3.

**Table 9.4-1: QA Scores For Euclid and Riverview Alternative Education Disciplinary Schools in May 2003, January 2004, and January 2005**

	<i>Euclid</i>				<i>Riverview</i>			
	May 2003	January 2004	January 2005	Difference from May 2003 to January 2005	May 2003	January 2004	January 2005	Difference from May 2003 to January 2005
<b>Transition Standard</b>								
Enrollment	4	6	6	+2	4	6	6	+2
Assessment	2	2	4	+2	3	2	2	-1
Student Planning	3	2	2	-1	3	6	2	-1
Student Progress	3	2	3	None	3	6	4	+1
Guidance Services	5	4	5	None	5	6	6	+1
Exit Transition	3	2	4	+1	3	5	5	+2
Standard Average	3.3	3	4	+0.7	3.5	5.2	4.2	+0.7
<b>Service Standard</b>								
Academic	6	4	5	-1	6	4	5	-1
Literacy and Reading	N/A	5	4	N/A	N/A	5	5	N/A
Instructional Delivery	4	4	4	None	5	4	4	-1
Support Services	6	6	6	None	6	6	6	None
Attendance	4	4	6	+2	4	5	6	+2
Standard Average	5	4.6	5	None	5.3	4.8	5.2	-0.1
<b>Program Behavioral Support Standard</b>								
Social Skill Curriculum	3	4	4	+1	3	3	4	+1
Physical and Psychological Safety	4	5	4	None	4	4	5	+1
Program Structure and Behavior Expectations	4	4	6	+2	4	4	6	+2
Meaningful Emotional and Psychological Relationships	3	3	5	+2	3	3	5	+2
Family, School, and	2	2	4	+2	2	2	5	+3

	<i>Euclid</i>				<i>Riverview</i>			Difference from May 2003 to January 2005
	May 2003	January 2004	January 2005	Difference from May 2003 to January 2005	May 2003	January 2004	January 2005	
Community Linkages Standard Average	3.2	3.6	4.6	+1.4	3.2	3.2	5	+1.8
<b>Administration Standard</b>								
Communication	5	4	6	+1	5	5	5	None
Instructional Personnel Qualifications	5	5	5	None	6	6	6	None
Professional Development	4	4	6	+2	5	4	6	+1
School Improvement	6	7	7	+1	5	7	7	+2
Funding and Support	4	4	7	+3	5	4	7	+2
Standard Average	4.8	4.8	6.2	+1.4	5.2	5.2	6.2	+1.0
<b>Overall QA Scores</b>								
Overall	3.8	4	4.9	+1.1	4.3	4.6	5.2	+0.9

Euclid showed the greatest improvement, with an overall QA score increase of 1.1 between May 2003 and January 2005, even though Riverview continues to have the highest overall QA score of 5.2. Each school displayed variability on each standard. Both schools showed progress in the behavioral support, administration, and transition standards but were found to have either a weakening or no change in the service delivery standard.

Both Euclid and Riverview showed an overall increase of 0.7 in the transition standard. Euclid showed considerable improvement in enrollment (+2.0) and assessment (+2.0), with additional advancement in exit transition (+1.0). Presently, the school is consistently administering entrance assessments within the required time frame and creating an exit plan for every student. The decline in student planning (-1.0) can be attributed to inconsistently formulating and employing IAPs. Riverview showed an increase in the enrollment (+2.0), student progress (+1.0), guidance services (+1.0), and exit transition indicators (+2.0), but a decline in assessment (-1.0) and student planning (-1.0). These deficiencies can be attributed to the school's deficiency in the development and use of IAPs.

Euclid has shown no overall change in the service delivery standard, while Riverview has exhibited a slight decline (-0.1). Both Euclid and Riverview have shown deterioration in the academic indicator (-1.0) due to the lack of cultural diversity and instructional strategies in teachers' lesson plans. Riverview has also displayed a decline in the instructional delivery indicator (-1.0) because instruction is not aligned with students' IAPs. Euclid has exhibited no change in the instructional delivery indicator, and both schools have shown no change in the support services indicator. In spite of the deficiencies, the two schools have displayed improvement in the attendance indicator (+2.0), which can be attributed to the implementation of electronic attendance procedures that allow teachers to submit their daily attendance from their classrooms.

Euclid and Riverview each have shown gains in the program behavioral support standard: 1.4 and 1.8, respectively. Riverview has shown progress in all of the indicators, and Euclid improved in four out of the five indicators. Both schools have implemented a student council in order to encourage and provide students the opportunity to practice social skills. Additionally, Riverview has begun a No Bullying Allowed (NBA) group to discourage harassment among the school's female students and has greatly increased the number of guest speakers and student field trips. Euclid has shown no change on the physical and psychological safety indicator, while Riverview has displayed great improvement on the family, school, and community linkages indicator (+3.0) due to the aforementioned improvements.

Both schools have shown an enhancement in the administration standard. Riverview and Euclid have shown improvement on the professional development (+2.0, +1.0), school improvement (+1.0, +2.0), and funding and support indicators (+3.0, +2.0). All teachers have participated in continuing education, and a large portion of this training has been in the subject area in which they are teaching. Both schools have adopted electronic professional developments plans. Additionally, Euclid has shown an increase on the communication indicator (+1.0). This improvement can be attributed largely to the new on-site assistant principal.

The two schools have demonstrated positive changes since implementing the QA process. The QA process has improved their overall quality and, therefore, their effectiveness, which, in turn, has had a positive impact on student outcomes. These student level outcome data are discussed in Section 9.6.

## 9.5 The Impact of QA

Many changes in the two schools' policies were seen during the January 2005 QA review. Each school's principal indicated that the QA process was instrumental in highlighting the weaknesses and strengths of the school, which facilitated the momentum to implement the necessary modifications. Additionally, the QA reports provided the principal with a method (and evidence) to track the schools' progress. The QA reports were forwarded to the school district and used to initiate necessary adjustments to policies at the district level, which positively affected the two alternative education disciplinary schools. The very notable modifications that stood out during the QA review were the implementation of a new placement procedure for the two schools and the opening of four additional alternative school sites.

The school district has implemented a revised placement process. All students must now go through the district placement committee before being referred to and enrolled in Euclid and Riverview. This new procedure was put into place to prevent placing students at the alternative education disciplinary schools when they would be better served elsewhere. This misplacement previously occurred because zoned/home schools were transferring their students who were causing problems to the alternative education schools primarily to get rid of them. Furthermore, many of these were students with disabilities. The district placement committee has set up strict entrance criteria for the alternative education disciplinary schools.

First, the student's needs must be addressed and documented through a problem-solving process at the zoned/home school. In addition, the student must have had at least four out-of-school suspensions or serious disciplinary referrals within the last calendar year. Once these two criteria have been met, the student may be referred to the alternative education disciplinary school in lieu of district expulsion. The district placement committee has also set forth academic (primarily reading) criteria. It is the district's position that students who are significantly below grade level in reading will be better served at their zoned/home schools because these schools have access to resources that are not available at the alternative schools. During the January 2005 review, it was found that a majority of the students at both alternative education disciplinary schools had participated in the new district placement committee process. As just mentioned, in order to serve students who do not fulfill the entrance requirements for Euclid and Riverview but are still in need of a temporary placement outside of their zoned/home schools, the school district is making available four additional alternative education locations.

The school district will open two new alternative education sites during the spring semester of 2005. These sites have been titled Community Learning Alternative to School Suspension (CLASS) programs. The CLASS programs are designed to provide middle school and high school students with an alternative for out-of-school suspensions by providing short-term placements of from 3 to 15 days. The school district is split into east and west regions, and each section will have a CLASS program. Each school within the district will be assigned a placement allocation that is based upon its student enrollment. At any point, if a particular school has used its allocation and additional placements are necessary, the school can negotiate with another school that has an unused allotment. If additional allocations are not available, the zoned/home school can place additional students at the program if they agree to allow the same number of students to return to their school. Referred students will remain enrolled in their zoned/home schools and will be required to provide their own transportation to the CLASS program. While enrolled in the CLASS program, students will be provided the opportunity to complete their assignments from the sending school. In addition, behavioral intervention strategies will be utilized to assist students in acquiring the skills necessary to effectively and peacefully resolve conflict. Students will receive a daily progress report, which will document the completion of assignments and provide an assessment of the student's behavior. If the student is not successful at the program, the sending school will be notified immediately, and the student will be returned. Ancillary referrals will be made to the appropriate agency if warranted during the student's stay at the program. If additional follow-up care or services are needed at the time of exiting the program, the sending school's social worker will be informed. Just prior to the exit date, the zoned/home school's principal/designee and social worker will be notified. A summary of the student's performance and attendance will be provided to the sending school. The student will return to his/her zoned/home school with completed assignments, and that school's teachers will be responsible for assigning grades to the work completed. The school district anticipates that 450-500 students will be served each semester, with a student-to-teacher ratio of 20:1. Each site will employ two teachers, one office specialist, and one paraprofessional.

The school district has delineated the following benefits of the CLASS program to the student and parents:

- ?? continued enrollment at his/her zone/home school
- ?? being counted as *present* for the duration of his/her assignment
- ?? the student's disciplinary history indicates SA (Suspension Alternative)
- ?? no interruption of the educational program
- ?? behavior modification strategies embedded in the program curriculum
- ?? referrals for subsequent/ancillary interventions
- ?? parental involvement in the placement, ancillary services, and transition process

The advantages to the zoned/home school will include:

- ?? The student's continued enrollment at his/her zoned/home school will favorably affect mobility, attendance, referral, and suspension rates and will relieve guidance counselors and discipline staff of additional student load. Additionally, the bond between the school and the students will be preserved.
- ?? A safe and orderly learning environment will be restored at the zoned/home school and maintained at the off-campus location through this suspension alternative resource.
- ?? Faculty, staff, school community, and the student will experience a "cooling off" period to reflect and rededicate their efforts to create a learning environment in which all students can achieve.
- ?? An additional and impartial resource will be available to the school to provide individual attention to the student's recognized needs and to address those needs in a neutral setting. The off-campus setting will eliminate the "baggage" of antagonism, confrontation, and prior history of student performance and will place the student in "clean slate territory."
- ?? Students who are assigned to the suspension alternative program avoid the break in the curriculum continuum and will be better disposed to resume their places in the classrooms on their campus. Transition will become less complicated.
- ?? Providing this suspension alternative resource to parents will strengthen parents/community perceptions about the school district's and the schools' commitment to individual students' educational, social, and personal well being needs and outcomes.
- ?? Students and parents will have access to ancillary services, which may be recommended as a result of behavioral assessments.

Furthermore, the school district will open two alternative education sites in addition to the CLASS program within the 2005-2006 academic year. These sites will not only parallel the current Riverview and Euclid schools in that they will be alternatives to district expulsion, but they will also provide educational services to students who have committed less violent offenses. The district placement committee will designate the classification of offenses. The more violent offenders will be housed at the current alternative education disciplinary schools and receive more in-depth services, including those of a full-time school psychologist, a social worker, and Department of Juvenile Justice (DJJ) caseworkers. Students deemed to be less violent will be housed at the new alternative education disciplinary sites. The number of days that must be completed by students who commit more

violent offenses will be increased, while the number of days will be decreased for students who commit less violent offenses. This will permit each student to receive the services, both educational and support, they require to be successful in school. With the implementation of these two new sites, the number of alternative disciplinary schools will have increased from two, in the beginning of the 2004-2005 academic year, to six by the end of the 2005-2006 academic year.

All alternative education sites have been equipped with online attendance capabilities, which allow teachers and staff to enter the attendance data via computers in their classrooms and electronically transmit this information to the school attendance clerk. This addition provides for less intrusion on the instructional momentum of the teachers.

## **9.6 Student Outcome Baseline Data**

One of the three goals of this project is to assess the effectiveness of alternative schools in achieving their goal of returning students to their home schools and serving as an overall prevention and intervention site for at-risk and pre-delinquent students. In order to assess the impact of QA, student outcomes prior to the implementation of QA will be compared to student outcomes after the implementation of the QA process.

### **Methods**

Students enrolled under school numbers assigned to Volusia County's two alternative education disciplinary schools were selected to create cohorts. Cohorts consisted of students who were enrolled and released from either Euclid or Riverview, and data were collected from one year prior to enrollment in the alternative education disciplinary schools and for one year post-release. The variables used in the analysis include demographics, end-of-year status, ESE status, and school attendance. Once the cohorts were constructed, using Florida Department of Education (DOE) data, they were matched to data files from the Florida Department of Law Enforcement (FDLE). All available data from FDLE that corresponded to the students in the cohorts were used. Student placements were tracked for one year after they exited one of the two schools. Table 9.6-1 describes the four outcome variables.

**Table 9.6-1: Outcome Variables Used in the Alternative Education Analysis**

<i>Outcome Variables</i>	<i>Description</i>
Return to Public School	The student was enrolled in public school one year after his/her release from the alternative education disciplinary school.
DJJ Day Treatment or Residential Placement	The student was enrolled in a DJJ day treatment or residential program one year after his/her release from the alternative education disciplinary school.
DJJ Detention Placement	The student was enrolled in a DJJ detention program one year after his/her release from the alternative education disciplinary school.
Disappear	The student could not be found in DOE records one year after his/her release from the alternative education disciplinary school.

The four outcome variables separate into four groups the possible trajectories for students one year after they exit the alternative education disciplinary school. The placement variable “return to public school” designates that the student was enrolled in a public school in the state of Florida, as indicated by DOE records, one year after his/her release from the alternative education disciplinary school. The DJJ referral variables indicate that the student was enrolled in the educational component of a DJJ program within the state of Florida one year after his/her release from the alternative education disciplinary school. The student could enter into a day treatment program, residential program, or detention center. Due to the programs’ similarities, day treatment and residential were grouped together in the first DJJ referral placement variable, leaving detention as the second DJJ referral variable. The last placement variable, “disappear,” indicates that the student was not found in the DOE data one year after exiting from the alternative education disciplinary school. There are several reasons why a student would no longer be included in the DOE data, including: dropping out of school, moving to another state, enrolling in a private school in Florida, enrolling in home school, and dying.

In order to assess the impact of QA, a baseline of student outcomes prior to the implementation of QA needs to be established. The following student-level data provide student outcomes prior to the implementation of the QA process. These baseline data will be compared to post QA student outcomes. The QA process was initiated in May of 2003, and the schools did not execute many of the subsequent changes until the next academic year. Therefore, to create the first post-QA cohort, DOE data from the current school year are necessary but will not be available until late fall of 2005. Cohorts will be created for periods prior to and after the implementation of QA. Student outcome placements from pre and post periods will be compared to ascertain the effects of QA upon students’ outcomes. Once post-QA cohorts can be created, comparison analyses will be performed and student placements, attendance, grades, credits earned, and behavior pre and post QA will be contrasted.

## Findings

The student outcomes discussed in this section are derived from academic years prior to the implementation of the QA process. Students released from Volusia County alternative disciplinary schools in the FY2000-01 (N=243) and FY2001-02 (N=223) were used to create two cohorts. Descriptive characteristics and the outcome placements of the students in the two cohorts are provided in this section.

Table 9.6-2 shows the demographic characteristics, including gender, race, and age, of the two cohorts.

**Table 9.6-2: Demographic Characteristics of Students in Alternative Education Cohorts**

	<i>2000-2001 Cohort</i>		<i>2001-2002 Cohort</i>	
	Number	Percentage	Number	Percentage
<b>Gender</b>				
Male	185	76%	155	70%
Female	58	24%	68	31%
Total	243	100%	223	101%
<b>Race</b>				
White	160	66%	151	68%
Black	59	24%	56	25%
Hispanic (non-White)	19	8%	13	6%
Other (non-white)	5	2%	3	1%
Total	243	100%	223	100%
<b>Age</b>				
Age at release	14.6 (mean)	11-19 (range)	14.6 (mean)	12-18 (range)

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

Males account for 70%-76% of the two cohorts. This finding reflects not only the gender breakdown typically found in DJJ schools but also the distribution of gender in adult criminal justice facilities. It should be cautioned that these numbers should not be used to project that females are less likely to engage in behaviors that result in expulsion but may simply reflect gender biases that inhibit the expulsion of females, which is also seen throughout the juvenile and adult criminal justice systems. Criminological research has found that males participate in delinquent behavior at a higher rate than females, but it is uncertain if these findings can be carried over to behavior resulting in placement at an alternative education disciplinary school.

Regarding race, White students comprise a majority of both cohorts, 66% and 68%, while Blacks encompass approximately 25%. Since alternative education disciplinary schools are currently being used as a deterrent to juvenile delinquency, one would expect that the racial breakdown found in these schools would parallel that which is found in DJJ schools.



Typically in DJJ programs, White students comprise approximately 40% of the population as do Black students. White students are more prevalent in these two cohorts than in DJJ facilities, while Black students are underrepresented. Another potential explanation for this finding is the racial composition of the county. According to the 2000 US census (<http://www.fedstats.gov/qf/states/12/12127.html>), White individuals make up 82% of the county’s population, Blacks comprise 9%. If using the county’s racial breakdown as a frame of reference, Black students are overrepresented in these two cohorts.

The average age is 14.6 years for the cohorts, while the range is from 11 to 19. The mean age is less than what is found in DJJ schools, as is the age range. Further supporting the need of effective alternative education as juvenile delinquency prevention.

Table 9.6-3 provides data about the types of disabilities that were reported for the students in both cohorts.

**Table 9.6-3: Descriptive Statistics of ESE Status for Alternative Education Cohorts**

	2000-2001 Cohort			2001-2002 Cohort		
	Number	Percentage of Total Cohort	Percentage of Students with Disabilities	Number	Percentage of Total Cohort	Percentage of Students with Disabilities
Emotional & Behavioral Disability	35	14%	40%	27	12%	38%
Learning Disability	44	18%	51%	29	13%	41%
Other Disability	8	3%	9%	15	7%	21%
Total Disability	87	36%	100%	71	32%	100%
No Disability	156	64%	N/A	152	68%	N/A
Overall Total	243	100%	100%	223	100%	100%

*Other* includes educable mentally handicapped (EMH), speech impaired (SI), language impaired (LI), deaf or hard of hearing (DHH), hospital homebound (HH), or other health impaired (OHI).

It can be seen in Table 9.6-3 that 32%-36% of the two cohorts were receiving special education. As stated in earlier JJEEP annual reports, this is a higher percentage than what is seen in regular public schools. Emotional and behavioral and learning disabilities were the most prominent types of disabilities, as predicted, ranging from 38% to 51% of the students with disabilities. Other types of disabilities, including cognitive, speech, language, and health disabilities comprised a small percentage of the cohorts, 3% to 7%, in comparison to behavioral and learning disabilities.

Tables 9.6-4 and 9.6-5 show the descriptive characteristics for additional variables including attendance and arrest. Table 9.6-4 displays the data for the 2000-2001 cohort, and Table 9.6-5 exhibits the information for the 2001-2002 cohort.

**Table 9.6-4: Descriptive Characteristics of 2000-2001 Alternative Education Cohort**

	<i>2000-2001 Cohort</i>		
	n (%)	Mean	Range
Percentage Absent Prior to Alternative School Placement	220 (91%)	16%	0 - 100%
Percentage Absent in Alternative School	230 (95%)	22%	0 - 98%
Percentage Absent for Students Who Return to Public School	163 (67%)	17%	0 - 71%
Prior Number of Arrests	51 (21%)	0.67	0 - 25
During Number of Arrests	16 (7%)	0.10	0 - 3
Stay Length in Days	239 (98%)	56	0 - 180

n=243

**Table 9.6-5: Descriptive Characteristics of 2001-2002 Alternative Education Cohort**

	<i>2001-2002 Cohort</i>		
	n (%)	Mean	Range
Percentage Absent Prior to Alternative School Placement	212 (95%)	14%	0 - 67%
Percentage Absent in Alternative School	209 (94%)	26%	0 - 92%
Percentage Absent for Students Who Return to Public School	143 (64%)	16%	0 - 85%
Prior Number of Arrests	42 (19%)	0.43	0 - 10
During Number of Arrests	10 (5%)	0.07	0 - 3
Stay Length in Days	221 (99%)	53	0 - 156

n=223

A student’s attendance information can provide information about his/her desire to learn, his/her home environment, and his/her school experiences. Additionally, chronic absenteeism can potentially reflect a student’s participation in delinquent activities. Attendance information prior to and during enrollment in the alternative education disciplinary school was available for 91%-95% of the students in the cohorts. On average, students were absent 14%-16% of the time prior to their enrollment in the alternative education disciplinary schools and 22%-26% during their enrollment. Absenteeism does not shorten the amount time a student is exposed to the alternative education disciplinary school intervention. The days that the student is not present at the alternative education disciplinary school are simply added on to the end of their enrollment period. Many students at the alternative education disciplinary schools take advantage of the district provided

transportation. Given the large geographic area that the schools serve, if students miss their bus, many cannot attend school on that day because they have no way to get to their school. This provides only one explanation for the large amount of absenteeism; a problem that both of the alternative education disciplinary schools acknowledge and are working to solve.

Attendance information after release from the alternative education disciplinary schools is only available for students who return to public school in the state of Florida. Approximately 64% to 67% of the students in the two cohorts returned to public school, and those students were absent on average, 16%-17% of the time after their release.

According to FDLE data, approximately 19%-21% of the students had been arrested prior to their enrollment in the alternative education disciplinary schools. During enrollment, 5%-7% of the students were arrested. Because the time spent in the alternative education disciplinary school (on average 56 and 53 days) is less than the amount of time in the prior observation (approximately one year), the students have fewer occasions to be arrested, hence the lower numbers for the during enrolled arrest variable. Students who are having trouble in school may engage in juvenile delinquency, and one manner of gauging students' performance in school is their age/grade level.

Table 9.6-6 provides the frequency of the placements variables for both cohorts.

**Table 9.6-6: Frequency Distribution of Placement Variables for Alternative Education Analyses**

	<i>2000-2001 Cohort</i>		<i>2001-2002 Cohort</i>	
	N	Percentage of Cohort	N	Percentage of Cohort
Return to Public School	163	67%	143	64%
DJJ Day Treatment or Residential Placement	9	4%	14	6%
DJJ Detention Placement	14	6%	18	8%
Disappear (Not Found in Any Type of Public School)	57	24%	48	22%
Total	243	101%	223	100%
	N	Percentage of Group	N	Percentage of Group
Number of Students Who Return to Public School that were Arrested After Release	46	28%	37	26%
Number of Students Who Disappear That Were Arrested after Release	29	51%	13	27%

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

Between 64% and 67% of students return to a public school one year after their release from the alternative education disciplinary school. Less than 15% are placed in a DJJ facility, either residential, day treatment, or detention, and 22% to 24% of the students disappear. Since alternative education is being seen as crime prevention, whether a student was arrested

after release was also tracked. Between 26% and 28% of the students who returned to public school were arrested after exiting the alternative education disciplinary schools compared to 27% and 51% of the students who disappeared. For both cohorts, fewer of the students who returned to public school were arrested compared to those students who disappeared.

These baseline data provide a picture of the students served at the alternative education disciplinary schools in Volusia County and their outcome placements one year after exiting. In subsequent years, this information will be compared to the student outcomes for the period after the implementation of QA to determine the effects of educational quality on student outcomes.

## **9.7 Subsequent Pre/Post QA Assessments**

One of the goals of the Volusia Pilot Project is to create a methodology for evaluating alternative education schools that can be implemented across the State of Florida. The foundation of the methodology is the QA process that JJEEP uses to monitor the educational components of juvenile justice facilities. This same QA process is currently in place in Volusia County's alternative education disciplinary schools, using the alternative education QA standards. The purpose of JJEEP's alternative education QA standards and associated reviews is to provide program evaluation to alternative education schools as a means of accountability. The QA review process is 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. JJEEP's methodology for evaluating alternative education schools and programs consists of interviews, observations, document review, self-report information, and data analyses.

QA reviews are to be performed annually and will be guided by the most current version of QA standards for alternative education schools. Information about a school's performance and efficiency is gathered by QA reviewers through examinations of policies, documents, student files, and teacher files; interviews with school administrators, support personnel, teachers, and students; and observations of educational activities and services. During each QA review, JJEEP personnel give scores for each indicator in the four standards, based on the information that they are able to collect during the review process. Indicator ratings are derived from substantiated evidence using multiple sources. Reviewers use all of the available data and determine whether the preponderance of the evidence illustrates fulfillment of the intent of the indicator. The scoring rubric that the reviewers use at alternative education schools parallels that which is used to evaluate juvenile justice facilities. A complete description of this process can be found in Chapter 3. Ratings are determined using a uniform protocol, methodology, and rating scale for each alternative education school. Deficiencies observed at a school will be reflected in both the QA scores and the recommendations. Reviewers provide recommendations to aid the school in resolving any deficiencies seen during the review. The recommendations may also present ideas that would enhance either the school's policies and procedures or the quality of education that the students receive. QA reports, with both QA scores and reviewers' recommendations, will be written within 30 days of the review being performed. These reports will be forwarded to both the school and the school district offices.

A self-report survey will be mailed to the school approximately one academic semester after a QA review is performed. The survey will request that the school provide information in regards to the recommendations that were given during the previous QA review. This documentation that the schools provide will allow reviewers and researchers to determine whether the school has implemented changes to correct its deficiencies. Compliance with the recommendations is a measure of the school's adherence to and investment in the QA process. Additionally, the self-report survey is used to track the policy and procedure changes within the school over time. The information contained in the completed survey will be validated and augmented, if necessary, by the reviewer(s) during the next QA review cycle. The reviewer will describe and assess all of the outlined changes, making certain that the improvements are still being implemented and determining whether they are enough to account for the previously seen deficits.

The data from QA reviews and the self-report surveys will be entered into a database, analogous to the database currently used by JJEPP to monitor the DJJ educational programs. The database will contain informational items about each school and detailed QA review ratings. Examples of the kinds of categories that will be collected include: school information, educational information, student information, and QA review scores. These data will be used to provide a performance overview of each alternative education school. Additionally, the database will provide researchers with the ability to make comparisons between schools or districts. These assessments can be used to diagnose a particular school's needs or aid in identifying potential problem areas. These comparisons can also identify consistently high-performing schools and their specific educational practices, which can be used to guide lower performing schools. Data can be grouped, sorted, or otherwise organized for various analyses. Examples of useful groupings are QA review scores by school district and type of alternative school. All schools will be able to be sorted either alphabetically or by QA review scores. As the database continues to expand, more comprehensive school descriptions, explanations, and predictions will be made to facilitate major improvements and the implementation of best practices in Florida's alternative education schools.

Student level data will be acquired primarily from Florida's DOE with supplemental data on arrests provided by FDLE. These data will be used to assess student outcomes and will provide a demographic picture of those students most often served by each school. The main outcome variable used is return to school after enrollment in the alternative education school. The student's placement after exiting the alternative education school provides a measure of school performance on the student's overall academic progress. Schools will be classified based on school number and then categorized into three groupings: public school, DJJ day treatment or residential, and DJJ detention. Students who cannot be found in DOE data following their release will be classified as "disappearing." Additional categories can be added if deemed necessary.

The data collection will be done for the last full semester preceding the student's enrollment in the alternative education school and the first full semester after the student's exit from the alternative education school. Follow-up data also will be collected at one and three years after the student's exit, provided that the student is still enrolled in a public school in the state of Florida. These data will enable the researcher to assess student gains and losses across

time via statistical analysis, which will permit the researcher to evaluate the impact of the QA process on the school.

Information compiled during the QA reviews and the self-report surveys will be integrated with the student level data from DOE to provide a comprehensive picture of each school's performance. An annual report card, based on the above findings, will be issued to every school. Grades will be predicated on comparisons. Schools will be weighed against all alternative education schools in the state and are judged against other alternative schools that either serve comparable populations or have analogous goals and missions.

Tracking student outcomes over time will enable evaluation of the effectiveness of the QA process by establishing a link between QA performance and increased student achievement. This association is mediated by each school's response to QA findings. The responsibility of change lies solely with the school. Each school will be provided with recommendations, and it is the school's responsibility to implement policy and procedural changes with the intention of addressing the deficiencies. Once a school is invested in the QA process, the improvements that are made will affect student outcomes.

Alternative schools pose a unique and different problem in terms of accountability and QA. Because students who comprise the population are high risk and very mobile, gauging pre- and post-outcome measures in order to evaluate the effectiveness of the school can be difficult. Using traditional outcome measures for alternative education students is difficult because of the dissimilarities of alternative education students with traditional school students. The goal of QA is to improve the school or program so as to advance student outcomes and educational attainment; therefore, a complementary technique is necessary to access the impact of QA and program evaluation on student outcomes. This is done through assessing the student outcomes for a school by examining longitudinal trends in individual student level data.

## **9.8 Summary Discussion**

The QA process was implemented in the alternative education disciplinary schools in Volusia County in May 2003. Since then, three reviews have been performed. Both schools have shown considerable improvements on all four QA standards. Many district level changes have been implemented and have been attributed by the schools' principal to the QA process. The principal has stated that the procedure has provided him with insights into the weaknesses as well as strengths of the schools and has supplied him with data from an unbiased outside agency to take to the school board to advocate for policy changes. The improvements that have developed are related to shortcomings highlighted by QA reviewers. These enhancements are likely to have a positive effect on student outcomes and future QA scores.

Students released from Volusia County alternative disciplinary schools in the FY2000-01 (N=243) and FY2001-02 (N=223) were used to create two cohorts. Baseline student outcomes show that approximately 65%-70% of students return to regular public school, and between 10%-14% of the students are enrolled in a DJJ school one year after their release

from the alternative education disciplinary schools. Approximately 22%-24% of the students disappear at the end of the follow up. Students who returned to public school after release were arrested less than those students who disappeared. Again, one possible explanation for a student disappearing from DOE data is the student has dropped out of school. Students who return to public school are absent approximately the same percentage of the time as they were prior to their enrollment in the alternative education disciplinary schools. These baseline placement findings will be compared to the placement outcomes of students who attended both schools after QA was implemented.

This project has provided information that previously was unavailable and will continue to do so during its implementation. In order to gain more insight into the phenomenon of alternative education and its impact of students' future behaviors, in and out of school, a wider range of both student and alternative education schools needs to be researched. The project has proven to be beneficial to the alternative education disciplinary schools in Volusia County and their students; therefore, the QA process could only benefit other schools in which it is implemented. Other Florida counties have requested that JJEPP begin a similar project there, and with DOE approval, this is likely to occur soon.





# CHAPTER 10

## CASE STUDIES OF HIGH PERFORMING PROGRAMS

### 10.1 Introduction

Juveniles are exposed to multiple risk factors that may prompt them to seize any number of the various opportunities for delinquency. Delinquency risk factors may include their family, peers, community, and school. Previous literature reports a strong relationship between poor educational performance and delinquency. School failure is not a necessary and sufficient precursor to antisocial behavior but, more often than not, juvenile delinquents have low grade point averages (Arum & Beattie, 1999; Sampson & Laub, 1993; Wang, Blomberg, & Bales, 2003), are too old for their grade level (Howell, 2003; Blomberg, Bales, & Pesta, in progress), have poor attachment and commitment to school (Hirschi, 1969; Sampson & Laub, 1993), lack a high school diploma (Bureau of Justice Statistics, 2003), and, consequently, have little motivation to further their education (Howell, 2003).

It is argued, however, that increased educational attainment during teenage years—even for youths already labeled delinquent—can trigger positive outcomes later in adolescence and adulthood. 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) demonstrated that high school could be a turning point in an individual's life course and could affect adult behavior. Correctional educational programs have also been shown to produce positive outcomes in behavior, future education, and employment after release and to reduce recidivism (Elliot, 1994; Foley, 2001; Jenson & Howard, 1990; Katsiyannis & Archwamety, 1997, 1999; Patterson, DeBaryshe, & Ramsey, 1989). Where other institutions (e.g., family, community, and peers) might have failed, schools can potentially insulate children from other damaging aspects of their lives.

Emerging in the past several years has been a national reform movement in education to improve the quality of educational services for youths by using higher educational standards and associated accountability measures. Despite this effort, the information needed to guide effective practices that meet various educational standards in public schools and in juvenile justice facilities is contradictory and largely inconclusive.

In 2004, in an effort assist juvenile justice educational programs with identifying and implementing best educational practices for delinquent youths, JJEEP began the process of identifying high performing program demonstration sites in Florida. The hope was that juvenile justice educational demonstration sites could share their best practices with other programs that were attempting to enhance their educational services to their students. Although Florida implemented quality assurance (QA) standards to ensure high performance from its juvenile justice education schools, a more qualitative approach was needed to

identify the processes through which these programs become successful. Therefore, in 2004, JJEEP piloted case studies at high performing programs at Oaks Halfway House, Pensacola Boys Base, and Eckerd Intensive Halfway House.

This chapter is comprised of six subsequent sections. Section 10.2 provides an overview of the literature on best education practices for delinquent and at-risk youths. Section 10.3 addresses the purpose and methods guiding the case studies. Section 10.4 describes the results of the three individual case studies conducted at Oaks Halfway House, Pensacola Boys Base, and Eckerd Intensive Halfway House. Section 10.5 presents a comparison of the three programs through common observational findings and the results of surveys administered to students and teachers. Section 10.6 provides a summary and discussion of the chapter and outlines plans for future case studies.

## **10.2 Literature Review: Best Education Practices for Delinquent and At-Risk Youths**

The following literature review provides a summary of best education practices for delinquent and at-risk youths. Practices found in the literature were categorized into the areas of (1) school environment; (2) transition, assessment, and student planning; (3) curriculum and instruction; and (4) resources and staff. The case studies were conducted using methods that identify educational program processes that are related to these best practice areas. More complete literature reviews on promising and best education practices can be found in the JJEEP 1999 and 2002 annual reports.

### **School Environment**

Several authors have identified an effective school environment as essential to promising practices in juvenile justice education (Miller & Weiner, 1995; Gemignani, 1992). Research on school environment typically encompasses several areas: *school culture* (i.e., “unwritten beliefs, values, attitudes, and various forms of interaction among students, teachers, and administration,” p.850), *school organizational structure* (i.e., class size, student-to-teacher ratio), and *social milieu* (i.e., student and teacher demographics, socioeconomic status [SES], and teachers’ experience) (Stewart, 2003). Schools with shared norms and goals, collaboration, participation, and an overall supportive and trusting environment have little difficulty in maintaining order. A high level of communal organization positively contributes to academic motivation, self-esteem, empathy, and altruistic behavior amongst students (Battistich et al., 1995; Payne, Gottfredson, & Gottfredson, 2003). Furthermore, teachers in these environments experience higher morale, work enjoyment, efficacy, and lower absenteeism (Bryk & Driscoll, 1988). A key component of an effective school environment is that the administration recognizes education as a top priority that does not compete with other treatment programs for time and resources. Student-to-teacher ratios should reflect the needs of the students, the demands of the subject area, the availability of equipment resources, and legal mandates. Lastly, parent and community involvement encourages students and increases participation in activities outside of the program.

Once a student is released, he will already have ties to conventional institutions, thus, contributing to his success outside of the program.

## **Transition, Assessment, and Student Planning**

In order to effectively address the diverse needs of delinquent students, it is imperative to identify their current academic levels through the administration of academic assessments (Hudson River Center for Program Development [HRCPD], 1995). Diagnosing students' strengths and weaknesses through assessment allows teachers to plan effective instruction and monitor student progress. A study conducted by the New York State Education Department (NYSED, 1995) concludes that students also should be assessed to determine their career interests and employability skills. Those interests should be used to help students pursue reasonable career goals and general skills for seeking, gaining, and maintaining employment. Assessments should be supplemented with talking to and observing students over time to reveal possible learning differences not identified by standardized tests.

Transition of student work to the next educational placement is an essential component of a student's experience in a juvenile justice program and one that is needed for successful reentry. It has been documented in the literature that developing a transition plan for students as they move through a juvenile justice institution increases the chances that they will return to school after release from an institution (Virginia Department of Correctional Education, 1988). As a result, the need for transition services in correctional programs has appeared to be crucial, but transition efforts typically have been one of the more neglected components of juvenile justice educational programs (Leone, 1991).

Aftercare services can provide continuing support to students who are exiting juvenile institutions and returning to their next educational settings. Incarcerated youths often have chronic problems that require long-term comprehensive solutions, thus putting them at a higher risk for re-offending. Recent literature recognizes that aftercare programming for juveniles should provide a continuum of services involving educational, social, and employability skills training once they leave the program (Briscoe & Doyle, 1996). Aftercare programs should include academic assessment, appropriate school placement, and assistance in academic performance and changing attitudes about school (Catalano, Wells, Jenson, & Hawkins, 1989). Much of the recent research on aftercare has stressed the need to combine intensive surveillance and services for youths who have been identified as high-risk (Altschuler & Armstrong, 1996; Briscoe & Doyle, 1996; Goodstein & Sontheimer, 1997). Researchers have also recognized that education and counseling on substance abuse issues and other special need services should be provided to youths during incarceration and continued into the aftercare phase (Altschuler & Armstrong, 1996; Haggerty et al., 1985).

## **Curriculum and Instruction**

The successful delivery of a curriculum in a juvenile justice setting is contingent upon the establishment of goals based on a student's prior educational history and assessment results (Rider-Hankins, 1992; Miller & Weiner, 1995). Other researchers have expounded upon this concept by suggesting additional curriculum offerings, such as individualized curricula

(innovative academic programs and literacy programs), vocational curricula, special education programs, General Educational Development (GED) diploma preparation, cultural diversity, and psychosocial education. A well-rounded curriculum incorporates various teaching strategies such as visual, auditory, kinesthetic, print-oriented, and group-interactive that account for the five major learning modalities (HRCPD, 1995). In addition, the integration of technology into the classroom curriculum is another educational practice believed to enhance learning for juveniles in correctional facilities. Educational software often allows for more individualization that targets students' varying skill and ability levels. Experiential programs and moral educational programs have also been key components to establishing diverse methods of delivering instruction. Rider-Hankins (1992) stated that experiential programs that rely on group interaction, cooperation, organization, and action-oriented tasks provide a sense of personal and group empowerment. Moral educational programs contribute to students' moral development by providing them with new thinking strategies and decision-making skills.

## **Teacher Quality and Resources**

Finally, the need for special training programs for teachers who work within juvenile justice educational setting is crucial. Both Leone (1991) and Rutherford (1988) emphasize that formal teacher education for staff that work with this population is essential to ensure more effective educational instruction within these facilities. At present, there is a shortage of trained teaching professionals, especially working in juvenile justice settings (Bullock & McArthur, 1994; Grande & Koorland, 1988; Leone, 1991; Norton & Simms, 1988). This may be symptomatic of efforts to assuage the negative effects of typically high turnover rates (Rider-Hankins, 1992). Often, educational policy makers and school district administrators allow teachers to teach out of their areas of certification and develop alternate 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.

Not only is out-of-field teaching prevalent in juvenile justice schools, it also has been shown to affect student gains. Full certification and in-field teaching have been cited as the strongest predictors of student achievement (Darling-Hammond, 2000). Having knowledge in the area that one teaches is certainly beneficial for students, but professional development and teaching methods (diversity, hands-on learning, and higher-order thinking skills) are associated with achievement as well (Wenglinsky, 2002).

Additionally, careful collaboration between all agencies working with delinquent youths must occur. Rutherford (1988) indicates that quality services are not always provided because of conflicting priorities and responsibilities of criminal justice and educational staff. Suggested areas of needed training include working in the corrections field, working in a juvenile justice setting, effective communication, behavior modification and management, and improving student transition (Leone, 1991).

Although there is still debate on what constitutes an effective educational practice and successful delivery of quality education, what emerges as effective seems to be the extent to which each of these components is individualized to meet the personal needs of each child.

Appropriate initial assessments are a necessary first step for identifying a student's functional level. Arguably, assessments can be the key component in providing quality individual education, especially with this population of juveniles who often tend to function lower academically. Without accurate assessment, individualized instruction and delivery of an appropriate and effective curriculum is not promising, which reduces the possibility of students achieving any realistic goals. In addition, transition and aftercare services for youths returning to the community also should be delivered on an individual basis. Although these services are often ignored, they may be crucial in determining post-release adjustment and, ultimately, successful community reintegration.

### **10.3 Purpose and Methods**

Florida's current system of QA measures how well a juvenile justice program is functioning according to state standards, without extensively examining the processes that may contribute to its performance. Ultimately, these case studies will reveal which programs will be established as demonstration sites that will be used to provide other programs and administrators with the information necessary to improve the way they manage their programs. In a more general sense, we hope to add support to the existing literature to more specifically identify best practices.

The intent of demonstration sites 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 by networking low performing programs with high performing programs that share similar characteristics. Demonstration sites must possess clear and identifiable best practices that relate to transition, curriculum and instruction, integration of treatment with education, and collaborative efforts with the community. The best practices must accelerate student achievement and help with a student's return to school and/or post-graduation plans, such as employability. Finally, they must be replicable so that others can use them to their advantage.

The results of case studies will be used to create technical assistance documents describing, in detail, what successful applications are needed to implement best practices. Once demonstration sites are selected, they will provide both direct and indirect technical assistance to programs of similar levels, types, and locales. Programs that share common characteristics with these demonstration sites will be able to visit and use the sites as a guide for implementing best practices and procedures. In addition, demonstration site representatives will conduct workshops at the annual Juvenile Justice Education Institute and Southern Conference on Corrections (JJEI).

The goal of conducting these case studies, then, is to assess detailed information pertaining to each program's school environment, transition, curriculum and instruction, allocation of resources, and custody care support. In doing so, JJEI will be able to address the "how" and "why" of the processes of each program.

Three main sources of information were used to complete a case study. First, the pre-site report provided background descriptive information from five-six years of QA reports, the

QA database, and educational staff information. Second, the on-site visit was used to conduct open-ended interviews with all pertinent staff (i.e., lead educator, facility director, treatment coordinator, guidance/transition counselor, and teachers) and gather further information through documents and observation. Student and teacher climate surveys were the third component. The student survey was comprised of questions regarding demographics, time spent at the program, grade level, the program and education staff, classroom activities, transition services, and their overall opinions towards the school; whereas teachers answered questions concerning their experience, teaching styles, how they interact with the program and education staff and students, and how teaching at the juvenile justice program compared to teaching at a public school. Observations and results from each case study were documented into the following areas.

## **School Environment**

Components reviewed within the school environment include the goals of the educational program and the facility, the behavior management system employed by the facility, and community involvement. For example, two questions asked when analyzing the school environment were, are the facility's goals mutually shared by educational and treatment staff, and how do the facility and the educational program prepare students for "real world" environment and situations. 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. The educational program's environment is also determined by the type and level of community involvement within the facility. Community involvement might include people volunteering their services at the program, mentoring students, students volunteering within the community, and business partnerships.

## **Transition, Assessment, and Student Planning**

The transition process is an integral part of a student's success within and outside of the program. Examining transition encompassed intake, assessment, entry transition, and exit transition. More specifically, this entailed determining when the transition process begins, who is involved in the process (i.e., what are the roles of the program staff versus those of the educational staff), what methods are used to place students in classrooms and dorms, privileges, changing educational track, how schools prepare students for return to public school and the community by individualizing their exit plans, and to what extent do programs work with parents and/or key people in the students' home communities and what is communicated.

## **Curriculum and Instruction**

Case studies reviewed how the curriculum and instruction were designed and delivered to meet students' post-placement goals. Further, they explored the procedures used to ensure that students' educational deficiencies were addressed. The case studies also examined how the educational program and the educational staff interact with other components and staff, such as transition, behavior modification, and treatment. Using that information, they were

able to establish whether the educational program competed with treatment components for time and resources or how well the educational component was integrated with other functions.

## **Resources and Staff**

An important component of the case study was to ascertain the levels and amounts of educational resources, such as technology, textbooks, supplemental materials, and support staff. Equally significant was how these resources were used in the educational process; i.e., if resources were allocated differently for various subgroups within the program, what procedures were used to meet intended goals, and how were resources used to both mediate educational deficiencies and prepare students for their return to their home/zoned schools and the community. The level of educational staffing was particularly important due to the new requirement in *No Child Left Behind Act* (NCLB) of highly qualified teachers. Beyond staff qualifications, case studies determined staff turnover rates and how programs recruit and maintain highly qualified staff. Finally, schools often supplement their base educational funding through federal dollars, grants, and donations. A list of outside funding sources, amounts, and what they are used for was collected.

## **10.4 Case Study Reports of Oaks Halfway House, Pensacola Boys Base, and Eckerd Intensive Halfway House**

All three programs are moderate-risk residential commitment programs that serve similar types of juvenile offenders for similar lengths of stay. They all serve males and are relatively small programs; each serves between 28 and 40 youths. Oaks Halfway House and Pensacola Boys Base have received relatively high QA scores over the past five years, while Eckerd Intensive Halfway House received lower QA scores several years ago but has steadily improved each year. Eckerd Intensive Halfway House received the first case study and was used to pilot the case study methods and instruments. JJEPP would like to thank all of the programs for their participation in this project. We look forward to continuing to work closely with programs that might be selected as demonstration sites.

### **Oaks Halfway House**

Oaks Halfway House is a moderate-risk, all male facility with a maximum capacity of 40 students, ranging from 13 to 18 years of age. Oaks has a high proportion of students with disabilities, and during the time of the case study, 10 were required to take medication. Sixty percent (60%) of the students are from Volusia County. Each unit houses 10 students. The average length of stay is seven months—180 successful days. Stewart Marchman Programs, a non-profit organization, operates the facility. The Volusia County School District operates the educational program.

## **School Environment**

There is an overall consensus among the facility and educational staff that education is a top priority. Their goal is to help students earn as many credits as possible to prepare them for their return to school or graduation. The facility attempts to provide a positive atmosphere to encourage the students to engage in productive learning activities. Success in the facility depends upon academic performance. The program also considers substance abuse treatment, mental health treatment, and restorative justice as important goals. The educational and facility staff promote self-esteem by recognizing and rewarding students for good behavior. They set high expectations for the students, both academically and behaviorally.

Program treatment is unique to each student. A unit supervisor and a counselor review the past success of interventions and implement a plan that is best suited for that particular youth. Teachers and program staff follow a uniform discipline procedure. The program staff and teachers design a behavioral component together so that there is no conflict between the two. Also, students know what to expect, which results in low discipline issues. Behavior management is based on a point system. When a student misbehaves, he is removed from class, given a written assignment that involves reflection upon what he did wrong and how he is going to change it. One hundred points are taken away from the student. During this time, program staff monitors the student. The main objective is not to suspend or expel a student, but to have a school intervention. Their disciplinary approach uses school as a privilege, which, in turn, encourages students to return to class. There is no gain time for good behavior.

Awards are given every Friday. In order to receive an award, a student must have 180 points, no sanctions, and show academic improvement. This combines behavioral and educational components. With each course completion, students are able to choose something from the canteen. There are also awards for students of the month, most improved, and leadership. These students get more telephone time, an opportunity to have dinner outside of the facility, or go to the movies.

Students have opportunities for vocational training and to further their education due to Oaks's strong efforts to involve the community. The Adams Mark Hotel instituted "Hotel Motel" where students learn a variety of ways to operate a hotel, such as helping with events sponsored by the hotel (e.g., coordinating, waiting tables). The Beachside Neighborhood Watch is operated by the police department and allows students to participate in crime prevention in the community. And the American Motorcycle Institute gives scholarships. Furthermore, Oaks has a close relationship with Daytona Beach Community College. This is especially important for students who already have a GED diploma; they can continue their education while in the program, and it provides further incentive to complete a higher degree once out of the program. Additionally, pizza chains may donate food for award parties and every Wednesday night is family education night. Former students also return to share their experiences and provide encouragement to students still in the program.



## Transition, Assessment, and Student Planning

Once a student is referred to the facility, the facility is notified of the student's arrival the day before his/her enrollment. At this time, the guidance counselor obtains the student's past records and uses them to assess proper grade placement and whether he should be placed on a GED diploma or standard diploma track. Finding records for "out-of-county" students typically poses a greater challenge. Occasionally, files come with the student. If they do not, the counselor begins by asking family members or the student where he was last enrolled.

When students enter the program, they are assessed with multiple academic assessments to determine their strengths and weaknesses in reading, writing, and mathematics. For vocational assessment, Career Quest, Quick Screen, the Bergance aptitude test, and a learning styles inventory are given. These are, in turn, used to write goals for individual academic plans (IAPs). If they enter with an individual educational plan (IEP), then goals are based on the IEP. Students are given assignments on the computer until they are properly placed in academic courses.

The decision to place a child on a GED diploma, GED Exit Option, or high school diploma track is based on what is most appropriate for the individual student's needs. The guidance counselor may look to the home school or ask his parents. To be eligible for a GED diploma, the student must be at least 16 and lacking in credits for his age, take the TABE test to determine readiness for the GED, and have parental permission. Eligible students can prepare for the GED test using computer-assisted instruction (CAI) and GED preparation workbooks. Students take the GED at the local community college.

On some occasions, students will enter the program with a GED. In this case, the program can provide them with practical arts. Oaks established a partnership with the Daytona Beach Community College so that students would also have the option of participating in college courses. The college agreed to enroll the student, and if the student could not make it to campus, an instructor from the community college comes to the program to teach.

Treatment team meetings are held each month, during which, the IEPs and IAPs of all students (as applicable) are reviewed and revised as necessary. Teachers participate in the first two meetings of the month and submit academic progress reports for the remaining two. Additionally, progress is monitored weekly through CAI activities as well as by student presentations at treatment team meetings detailing their daily progress.

Sixty days before a student leaves the program, there is a meeting among teachers, program staff, and clinicians to determine his post-placement options. The guidance counselor also helps by organizing records in order to identify all of the credits the student may have earned in previous schools. The guidance counselor meets with students to discuss graduation requirements, their options, and other concerns the student may have.

Once students leave, they—if local—are eligible for Eckerd Reentry. Follow-up is conducted on students returning to Volusia and surrounding counties. These students have access to ongoing substance abuse treatment and a grant for strategic family therapy.

Their receiving school would have electronic access to the students' records, making it easier to track them. Teachers will visit the reentry school for students with disabilities.

“Out-of-county” students at Oaks have the same treatment team process. If a parent has difficulties attending meetings, the program is accommodating; the guidance counselor sets up videoconferences for parents, the students, and the student's juvenile probation officer (JPO). Their records are sent to the school, but it is more difficult to conduct follow-up on students that do not live in the immediate area.

The program attempts to make monthly contact with every student and his/her parents for up to one year their release from the program. There is an 800 number help line available to students along with online aftercare chat rooms. According to interviews with program staff, they hear back from 50% of the former students for various reasons, typically just to let them know how they are doing.

### **Curriculum and Instruction**

At Oaks, all students are enrolled in language arts, math, social studies, reading, physical education (P.E.), science, and either practical arts or career education based on students' grade and achievement levels and their assessment results. CAI is the primary mode of learning and is provided for three hours each school day. Core curriculum is completed using the Compass Learning Software, which is competency-based instruction. The school has a credit recovery program where students can catch up and earn more credits than are required. Each student has an individualized plan, which is developed based on the results of a variety of assessment tests in the Compass software, which is aligned with the Florida Sunshine State Standards (FSSS). Compass Learning software is used for CAI in most subject areas at remedial, basic, and advanced levels; however, students must be on at least a 9th grade reading level. Middle school students are assigned offline activities while in the lab or use other software designed for remedial students. Compass is supplemented by third party software, such as *Boxer Math* for geometry and *Beyond Books* for social studies.

Compass Learning Software allows students to see the credits they have earned on the computer. This is significant not only in that it helps to keep the students on track, but also, it encourages them to develop a sense of accomplishment when they see that they have accomplished. Students using the computer for other purposes are rarely a problem because teachers have the capability of monitoring their progress and online activities. Students receive progress reports once a week, and report cards are given every nine weeks.

Teachers at the program find Compass Learning Software beneficial when considering the educational diversity of their population. It increases student/teacher interaction and facilitates information (i.e. records, test scores) sharing among staff, which gives teachers the ability to address students' needs more efficiently. Compass creates few discipline issues because students remain engaged in the curriculum. When interviewed, students agreed that their teachers were able to give them individualized attention, answer questions and, as a result, they did not feel ignored.

Offline individualized and/or group reading, writing, math, and employability skills assignments and projects, textbooks, and worksheets are integrated with Compass to accommodate different learning styles. Other instructional strategies include books-on-tape, reading aloud by teachers and students, educational videos, a daily reading of the newspaper, art activities related to reading, social studies, employability skills, role-playing, guest speakers, direct instruction, and classroom discussion. Students lacking in reading skills can participate in "Peers Working with Peers," an after school reading program in which students who have already earned a diploma help those who have trouble with reading.

## **Resources and Staff**

The school district provides support services, including English for speakers of other languages (ESOL), Section 504, speech therapy, and educational psychological services to students, as needed. The school district administers the program's educational budget, which remains separate from the facility and treatment budget.

The educational program at Oaks consists of a lead educator, four teachers, two aides, two computer staff members, four treatment staff, and one guidance counselor. Together, teachers are certified in social studies, math, administration, elementary education, P.E., emotionally handicapped (EH), and exceptional student education (ESE). The facility's four licensed clinicians have master's degrees.

Classrooms are divided according to the student's unit. There are two teachers in each classroom of 30 students (one of whom is ESE-certified), and they co-teach all subject areas to all students. One paraprofessional is present in each classroom to assist students and the teachers, and one systems operator makes sure the equipment is running properly. Thus, the student-to-teacher ratio is 15:1. With the recent implementation of NCLB, Oaks is shifting to a rotating schedule so that teachers can instruct in their area of certification. An ESE teacher will remain in each classroom and will be paired with certified core subject area teachers as much as possible to approximate a co-teaching model. Oaks's biggest challenge is getting teachers certified in their core subject. A reading specialist is still needed.

There are 60 networked state-of-the-art computers in two labs for the students' use. Students use Compass software for their curriculum and instruction. Each teacher has a computer to monitor students' CAI activities and keep records of their performance. There are TVs, VCRs, radios, and audiocassettes for books-on-tape available in all classrooms.

## **Summary**

One of Oaks's greatest strengths is the mutual emphasis on education among all staff, as well as the integration of education with behavior management. The cooperation between the educational program and facility staff is strong, thus serving to counter the typical high attrition rates of juvenile justice staff members. This, in turn, creates a better learning environment for the students. When interviewed the students at Oaks cited that they felt safe and were learning. One of their main concerns, however, was that the curriculum and instruction are extensively focused on computer exercises. This concern was reduced after

observing students engaged in their work and teachers supplementing the computer exercises with offline activities.

## **Pensacola Boys Base**

Pensacola Boys Base is a moderate-risk group treatment home. The program serves 28 males, ages 14 to 18, who are, primarily, local. Of the population, 14 are classified as students with disabilities. The program is located in the middle of the Corry Station United States Navy Base (Corry Station). DJJ operates the facility and Escambia County Schools operates the educational program.

### **School Environment**

Pensacola Boys Base operates a fully integrated program in which classroom behavior management is aligned with facility behavior management. This design philosophy emphasizes self-esteem, trust, respect, and a dedication to high expectations. Both the lead educator and the superintendent of the program believe that their goal is to change attitudes so that the students understand that they can learn, return to school, and become successful citizens.

The behavior management system of the program and the behavior management system of the facility are integrated. All students earn privileges for each level achieved. Every student is assigned either a civilian mentor or a military mentor after two weeks in the program. Students also receive training in conflict resolution. They must complete 12 weeks of ropes courses and 24 weeks of group workshops that include the following: social skills, life skills, employability, culture diversity, alcohol prevention, crime prevention, victim awareness, gang awareness, changing directions, self esteem, and conflict resolution. Rules are posted in classrooms, there is a book that describes all job duties, and there are security cameras to ensure that classroom behavior is maintained and rule enforcement is equitable. If the problematic behavior continues, the student will be recommended for an alternate program. Awards are given in both education and behavior.

The program provides extensive community involvement activities for the students. In addition to having guest speakers at the program, the students go to local high schools and agencies and give talks against smoking and drug use. The students in the theatre group perform throughout the community. Some of their community service activities include working with Habitat for Humanity; assisting with Relay for Life; running for the American Heart Association; volunteering for the Special Olympics; and a variety of others. They have raised \$25,000 over the past five years for Feed the Children and have raised \$1,000 for the Fireman's Fund. Some of the program's business partners include the Naval Air Technical Training Center, NTTC Corry Station bowling alley, gym, auto hobby shop, and the library, the Warrington Kiwanis Club, and International House of Pancakes. Other activities include monthly parent support groups and training for Operation Drug Education for Youth (DEFY). Pensacola Boys Base has earned the Golden School Award for the past five years and, in 2004 alone, amassed over 3,200 volunteer hours. There is no mandate to attend extra programs, yet students are given time off their release date for volunteer hours.

Pensacola Boys Base also has established a mentoring program called “Boys-To-Men.” The program enlists seamen from the naval base to participate. The ultimate goals are to reduce the recidivism and dropout rates, help students further their education upon release, and teach nonviolent ways of handling disagreements and confrontations.

### **Transition, Assessment, and Student Planning**

When a student first arrives at Pensacola Boys Base, current records are obtained. The program uses the school district’s Total Education Resource Management System (TERMS) to enroll students, develop student course schedules, and finalize student registration. To establish academic ability, IAPs are created using past records, results of WRAT, Standardized Test for Assessment of Reading (STAR), and Peabody Individual Achievement Test (PIAT) assessments, along with information obtained through student interviews. Students’ vocational aptitudes and abilities are assessed with the Choices Vocational Assessment along with the Career Planning Survey and the Boys Base Employability Skills Test. IAP goals and objectives are reviewed and revised (as needed) at biweekly treatment team meetings, and students are advised by the lead teacher, the classroom teachers, the social services counselors, and an ESE staffing specialist regarding ability and aptitude, education and occupational opportunities, and personal and social adjustments. The program administers the Science Research Associates (SRA) screening assessment to students who are performing two or more years below grade level.

The program currently solicits the participation of parents, families, and community representatives in exit transition services. Before a student exits the program, an educational exit packet is created and sent to the next placement, and a copy of the packet is given to the student. The program coordinates interagency services for both “in-county” and “out-of-county” students with Southeastern Vocational Services and Florida Vocational Rehabilitation and Employment Services. The program also provides direct linkage services to public schools, alternative schools, vocational technical schools, and community colleges. Presently, a local hospital and builder provides work-study programs for “in-county” students. Parent groups, which social services conducts, occur once a month.

### **Curriculum and Instruction**

Students are separated by dorms into three classrooms/computer labs. The program has an average student-to-teacher ratio of 14:1. The program uses a competency-based curriculum for all academic courses. All students are enrolled in language arts, math, social studies, science, and P.E. based on their grade levels, past academic records and assessment results. Other courses offered are in civics, psychology, sociology, driver’s education, and art. Reading is an essential component of the program’s curriculum and all students participate in reading activities. Students are required to read three novels and complete reports on them. Additionally, all students receive CAI in all subject areas through Plato and the Computer Curriculum Corporation (CCC) software. Students also have access to a GED curriculum that is integrated throughout the core courses. All courses taken are based on the school district’s student progression plan, FSSS, and the Course Code Directory.

A variety of instructional and learning strategies are being used at the program to meet the individualized needs of the students. All teachers have access to all students' IAPs and IEPs for alignment of instruction with academic goals and objectives. Instructional and learning strategies used include one-on-one assistance, peer assistance, CAI, hands-on experiential learning, and discussions. Remedial students receive the same learning content, but the text is simplified. Students who are behind in school are often paired with accelerated students.

Weekly grades are based on academic progress; in turn, progress corresponds to students' length of stay. Six plusses for four weeks in a row, or mostly plusses, result in less time at the program. Performance in school also determines whether the student is eligible for a vocational program, such as participating in the Naval Air Technical Training Center. It is the first program in the U.S. to be housed on a military base, and the first to provide students with the opportunity to participate and graduate from a U.S. Navy training program. The program uses instructors from the naval training program to teach a variety of technical areas to selected students. The facility also provides physical health services and has a contract for overlay mental health services from a local agency.

Students who already have a GED diploma or receive a GED diploma while in the program can work on the naval base. Moreover, for each day worked, one day is taken off their length of stay. This is an excellent opportunity to learn a vocation. Students are treated equally in the classroom and are expected to perform as well as the other recruits. Eligible students can earn up to 12 college credits while enrolled in the program.

## **Resources and Staff**

The program receives the standard Florida Educational Finance Program (FEFP) funding. Title I funds are used to support the non-instructional aide position, classroom supplies, teacher training, and the reading enrichment program. The Navy has contributed over \$200,000 for the technical training of the students. They also pay for the program's water and electricity services and allow the students to use a variety of the base's amenities. Safe Schools funds are used to support art and driver's education.

The lead educator has maintained his position since the program's inception. Teachers here are recruited like any other public school teacher. The school district provides the program with full access to TERMS. This enables the program to directly enroll students, develop course schedules, and finalize the registration process. Additionally, the school district provides English for speakers of other languages (ESOL) services, educational psychological services, and has appointed an ESE staffing specialist to serve as the program's local education agency (LEA) representative. The LEA has professional certification in specific learning disabilities, EH, and elementary education. The remaining educational staff includes two teachers certified in math, science, social studies, administration, elementary education, specialist school psychology, psychology, sociology, and ESE. There is one reading specialist, one paraprofessional with a four-year nursing degree, one full-time teacher's assistant, one part-time driver's education teacher, and one part-time art teacher.

Program staff consist of one superintendent, two counselors, and supervisors. Other staff include two full-time and one part-time mental health counselors.

The program has a wide range of instructional materials that are appropriate for various ages and ability levels. The library contains approximately 1,000 fiction and nonfiction reading materials. The students also have access to 11 monthly periodicals to which the program subscribes. Each classroom has a TV/VCR and an overhead projector. Twenty computers are available, 11 of which are connected to the Internet; there are three laptops for teachers. A wide range of software is available on the computers, including Plato, New Century, CCC, Jostens Learning System, Compass Learning System, and Choices. Students' progress is monitored by Zen Works.

The school district's Title I office also sponsors an annual weeklong technology camp. The technology camp provides all students with the opportunity to use IMac computers, digital cameras, and editing equipment to create and produce their own compact disc (CD) movies.

### **Summary**

Pensacola Boys Base is exemplary in its level of community involvement. Allowing students to participate in activities outside of the program is crucial to their transition. Although the program lacks aftercare services, the vocational experience is designed to prepare students for their reentry. The positive cooperation among the treatment and program staff, small numbers of students, and few behavioral problems contribute to the high retention of teachers. Both of the program's teachers have a background in working with at-risk students. It is important to these two teachers that each student earn as many credits as possible, while they strive to get the students to look at their future plans realistically. Students most often feel that they can talk to teachers about any questions or concerns they have.

### **Eckerd Intensive Halfway House**

Eckerd Intensive Halfway House was the first case study conducted and, as such, was considered a pilot case study used to refine the methods and instruments outlined earlier. Eckerd Intensive Halfway House is a moderate risk facility that holds 30 males, ages 13 to 18, for an average length of stay of 13-14 months. The program is located in Okeechobee but is supervised by the Pinellas County School District. Since the program opened in 1994, Eckerd Youth Alternatives, Inc, a not-for-profit organization, has been operating both the facility and the educational program. The facility is old and was once part of the state's juvenile training school known as Okeechobee School for Boys. Eckerd Youth Development Center, a 150-bed high-risk residential program, is also located on the campus. The program has plans to relocate its administrative offices to a new building to allow for development of a computer lab and expansion of the current library.

## **School Environment**

A leadership team that consists of the program director, the program manager, the clinical director, and the lead educator direct the program. The leadership team is responsible for the program's budget, policies and procedures, and school improvement plan (SIP). The program has implemented very specific administrative, treatment, and educational models. The program primarily operates as a therapeutic group community, and the small size of the facility and longevity of staff employment create almost a surrogate family environment for students. Youths in the facility are divided into three groups of 10, and each group has a full time bachelor's degree counselor and an assigned teacher. Youths are not divided into groups based on educational need. Education shares a top priority with treatment, but the integrity of the group dynamics and behavior modification dominate the program's purpose.

The behavior management system is based on reality therapy and choice theory. To successfully complete the program, the youths are expected to complete a six-step process, which includes identification of the problem, ownership of the problem, processing it through completing a life story, making a plan for the future, demonstrating the plan, and helping others.

Although the facility is somewhat isolated from the larger community, the educational program emphasizes the involvement of the students' parents. Family days are held regularly and parents/guardians are invited to all meetings that involve their children. Transportation to the program is provided for parents, if needed. According to interviews with program staff, approximately 50% of parents are involved in their child's treatment and educational planning. Additionally, the program uses guest speakers and volunteers to enhance the educational program.

## **Transition, Assessment, and Student Planning**

When a youth enters the facility he is placed in one of three groups based on available openings. Youths are not placed in groups based on educational criteria. The lead educator provides all enrollment and assessment activities, which are coordinated with the school district registrar by the Eckerd program liaison upon student entry. The program administers to all entering students, the Woodcock-Johnson, 3rd Edition for academic testing, and Choices, Florida View Interest Survey, Reentry School-to-Work, and employability quick screen for vocational testing. The lead educator maintains an information spreadsheet on students, which includes assessment, disability, and other school information. The data sheet is shared with all teachers and counselors and is used to develop goals and objectives for the students.

The student's treatment plan drives all of the received services and activities. Progress is reviewed formally every 28 days during a treatment team meeting and informally at the student's bi-monthly treatment team meeting. To successfully complete the program, a student must maintain a 'C' average in school and complete the six-step therapeutic process. Sixty days prior to release, students attend a transition staffing with counselors and teachers; parents are invited and encouraged to participate. Thirty days prior to the student's planned



release, they receive a three-day home visit where they can make arrangements for their continued treatment and schooling once they are officially released. Upon exit, all educational personnel provide input regarding the students' next educational, employment, or vocational placements. The lead teacher makes contact with all receiving schools. Exit plans identify desired diploma options, continuing educational needs and goals, next educational placement, aftercare provider, vocational plans, and the parties responsible for carrying out the identified plans. The exit packets are given to the student and sent to the students' receiving school.

When released, students are given an 800 number, which they may use to call the program at any time for assistance. Students may ask to talk to their previous counselor or teacher. If the student is having trouble being readmitted to school, program staff will advocate on behalf the student. Additionally, a few students are eligible for an Eckerd Foundation scholarship. In the past, these scholarships have been awarded for deposits on living arrangements, community college tuition, and needed dental work. Most students who exit the program also receive aftercare services from Eckerd reentry counselors who are located throughout the state and are under contract with DJJ to provide reentry services.

### **Curriculum and Instruction**

As mentioned previously, the program prioritizes behavior modification over traditional academics. As such, students often address their behavioral and therapeutic issues during class through writing assignments and class presentations. The program's curriculum is based on experiential and thematic education. Once per year, students vote on themes to explore in their classes, such as the oceans or a particular historical period. Schoolwork often consists of hands-on projects wherein students build scale models or complete class presentations. Currently, the program offers varying levels of reading, mathematics, English, science, and social studies. Additionally, it offers credit in P.E. and peer counseling. There is a GED diploma preparation course that provides eligible students with instruction, remediation, and GED test preparation. Currently, Pinellas County does not offer the GED Exit Option, but the program will arrange for this option for students from other school districts. A GED testing center is located on the campus. The instructors employ a variety of teaching strategies, including hands-on projects, manipulatives, lecture, small group instruction, and individual instruction. Music and art are often integrated throughout the curriculum. Homework is assigned four nights per week, and thematic activities and group projects are done on the weekends.

In addition to school-related classes, several group sessions occur weekly. Groups on problem solving skills occur five days per week, life skills is offered once per week, and spontaneous groups called 'huddle-ups' occur in and out of school when a students needs to be redirected to think about his actions with the group.

Students are regularly rewarded for their educational performance. The program has an honor roll every six weeks, reading initiative rewards, FCAT performance awards, and writing contests. Semester grades and performance are also shared with the individual student and recognized in group meetings.

## **Resources and Staff**

Eckerd receives traditional school funding through FEFP and federal Title I dollars. Although educational categorical funding remains dedicated to specific educational purchases, general FEFP funds are mixed with custody care funding in an overall program budget, which is provided to the program from the corporate office. Additionally, the program receives educational supply donations from corporations such as Wal-Mart.

Currently, Eckerd Intensive Halfway House employs approximately 29 staff, including one lead educator, three instructors, three bachelor's level counselors, three direct care counselors, a licensed clinical social worker, and administrative and support staff. Three of the four teachers have professional certification; the fourth teacher has a statement of eligibility. The mean number of years these instructors have been teaching is 10.5 years. The mean number of years teaching at the program is three, the minimum number of months at the program is 12, and the maximum number of months at the program is 84. This indicates that the program has a relatively high retention rate of its teachers. The lead educator is certified in English, has an ESOL endorsement, and has applied for ESE certification. Each of the three classroom teachers operates a self-contained classroom and teaches math, English, social studies, science, and career/employability skills. Teachers' certifications include marketing, music, and English.

Teachers and counselors receive cross training and are able to fill in when one another is absent. Staff interviews revealed that most staff felt supported and empowered in the program's organization. They stated that the low student-to-teacher ratio, behavioral support, and flexibility in teaching strategies were an attraction as compared to public schools.

A contracted consultant meets with teachers on a weekly basis and as needed to provide special education. The program contracts with a speech/language pathologist who meets with the students on a weekly basis. Additionally, the program has a social worker, a nurse, and mental health counselors on staff. The program employs a full-time Title I instructional aide.

There are adequate instructional materials that are appropriate for varying ages and ability levels. The program has a small computer lab with 12 computers, and there are three computers for each classroom. A small library is available for the students. TVs and VCRs are available for classroom use.

## **Summary**

Eckerd Intensive Halfway House focuses on behavior modification through a therapeutic group community environment. The program uses an experiential curriculum that emphasizes hands-on group projects, peer counseling, and sessions focusing on life skills. The success of these techniques is exhibited in students' willingness to communicate with other students over as compared to education and program staff. The Eckerd staff also

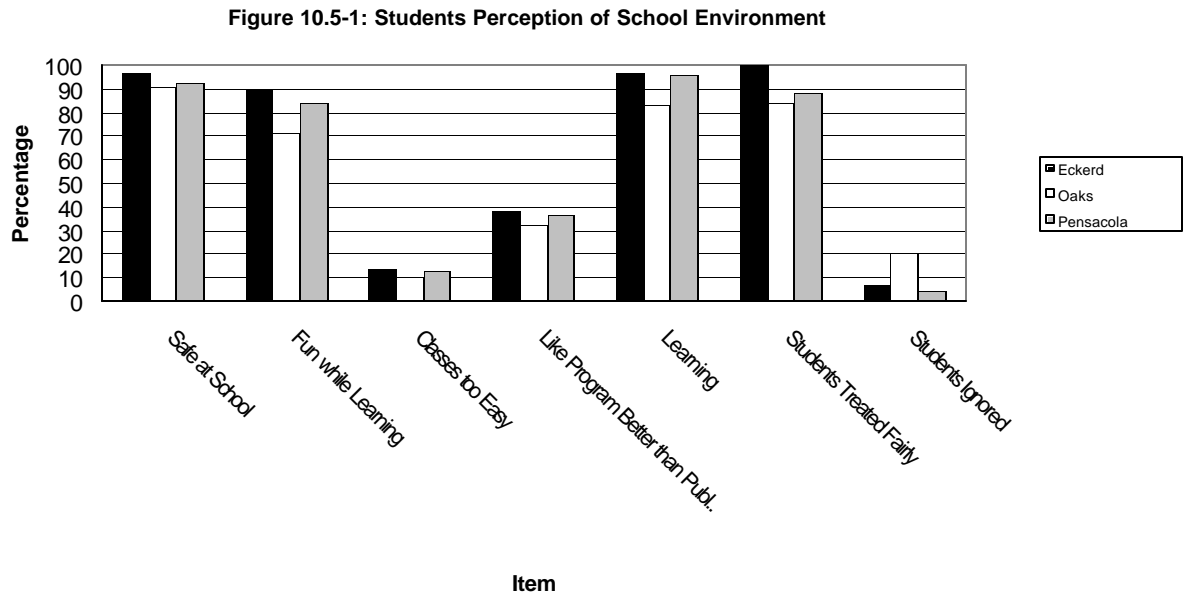
demonstrates their commitment youth services in the areas of counseling, education, and transition.

## 10.5 Case Study Comparisons and Survey Results

This section presents the results of two surveys and compares the results of the three case studies. The first survey was administered to the students, while the other was given to teachers during the course of the case studies. The results of the surveys represent the combined responses from all three programs.

### Student Surveys

Sixty-eight students were asked a variety of questions, ranging from demographic questions to how safe they feel at school, how well they feel they are learning, and their opinions of the educational staff. Figure 10.5-1 provides students' perceptions of the program's school environment.

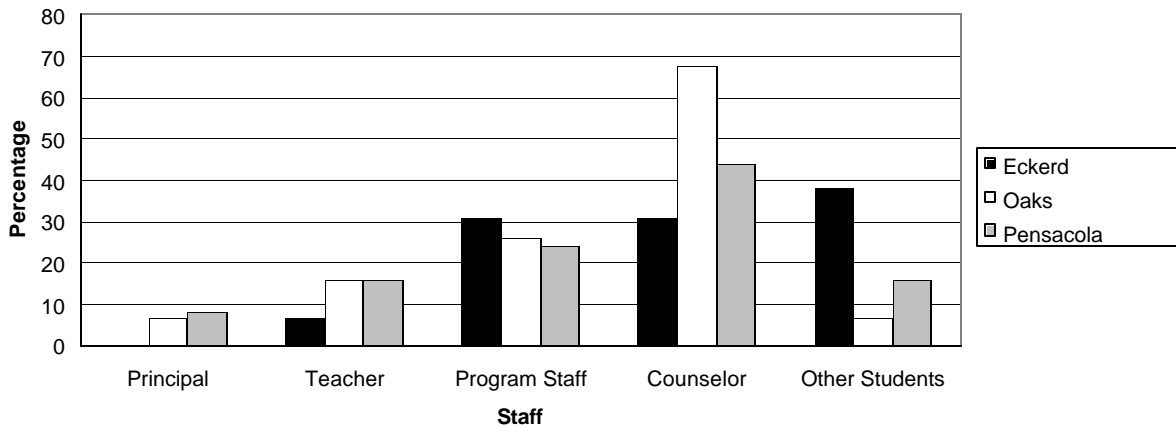


Note. Bars represent the combined percentages of strongly agree and agree responses.

The vast majority of students feel safe at their respective school, while none of the surveyed students felt unsafe. Almost 97% of the students in Eckerd Intensive Halfway House feel safe at school compared to 92% in Pensacola Boys Base and 90% in Oaks Halfway House. While a clear majority of the students in Eckerd Intensive Halfway House (90%) and Pensacola Boys Base (84%) strongly agree or agree that they have fun while learning in their program, students in Oaks Halfway House somehow have a lower percentage (71%) compared to the first two programs. In all programs, a large majority of students believe that they are learning (between 82% and 97%) and that they are treated fairly (all students in Eckerd intensive Halfway House either strongly agree or agree that they are treated fairly). In all three programs, only a small percentage of students, less than 20%, think that the classes are too easy and that they are ignored. These numbers indicate that a vast majority of the students have positive feelings about their respective school environment. Not surprisingly, however, students in all three programs do not like their juvenile justice education program better than public school (38% of the students in Eckerd, 36% in Pensacola Boys Base and 32% in Oaks like their juvenile justice education program better than public school). Overall, students in Eckerd Intensive Halfway House appears to have more positive views about the school environment compared to the Oaks Halfway House and Pensacola Boys Base.

Figure 10.5-2 includes responses to a series of questions aimed at identifying which staff members the students feel most comfortable communicating with.

Figure 10.5-2: Staff Member with whom Students Feel Most Comfortable

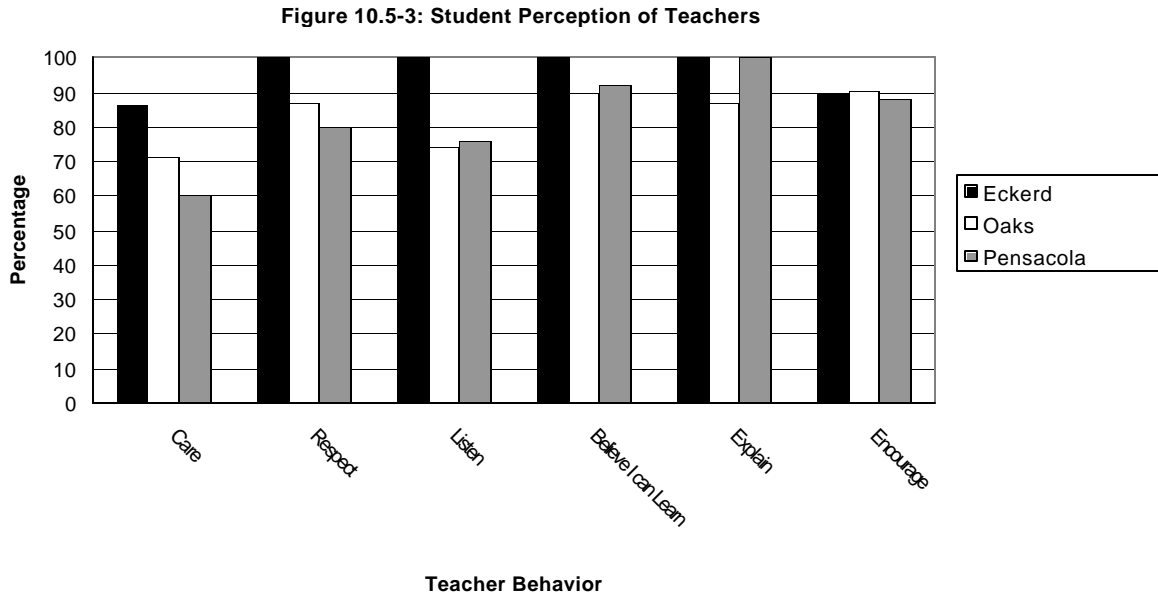


Note. Bars represent the percentage of students who reported they feel comfortable with each person. None of the respondents reported that they felt comfortable with the principal in Eckerd.

A larger proportion of students feel the most comfortable communicating with their counselors compared to other program staff. Sixty-eight percent (68%) of the students in Oaks Halfway House feel most comfortable with their counselor, followed by 44% of students in Pensacola Boys Base and 31% in Eckerd Halfway House. A vast majority of the

students do not feel comfortable with communicating with the principal. More students feel most comfortable with the program staff compared to the teacher in all three schools. More students (38%) in Eckerd Intensive Halfway House feel most comfortable with other students than the students in Pensacola Boys Base (16%) and Oaks Halfway House (7%). In all three programs, 14% of the students do not feel comfortable communicating with anyone.

Figure 10.5-3 details how the students view their teachers. Across all questions, students overwhelmingly had positive views of their teachers.

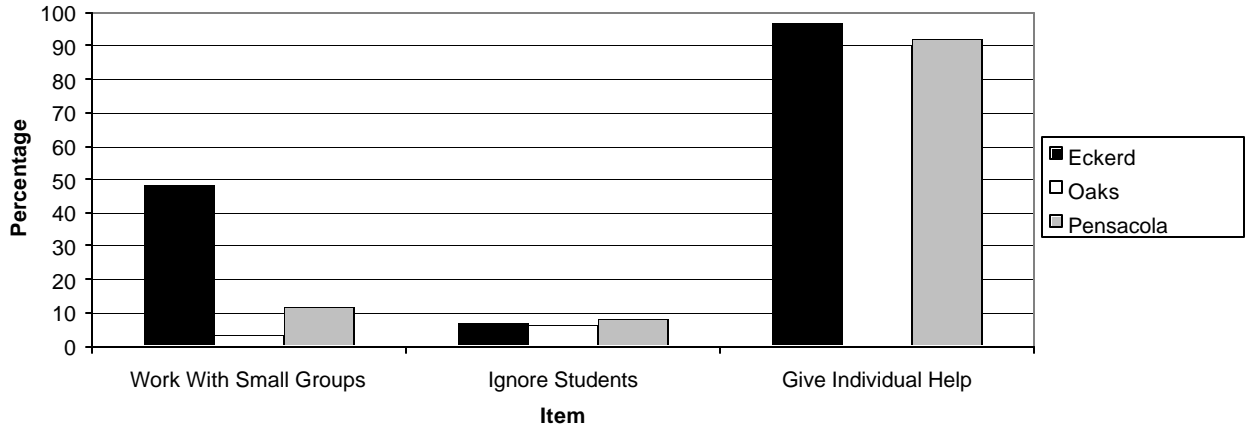


Note. Bars represent the combined percentages of “strongly agree” and “agree” responses.

The majority of students hold positive views of their teachers in all three schools. All students in Eckerd Intensive Halfway House believe that their teachers have respect for students, listen to them, believe that they can learn, and take time to explain things. In all programs more than 80% of the students have positive views in aspects of “respect students,” “believe students can learn,” “take time to explain things,” and “encourage students.” Only 60% of the students in Pensacola Boys Base, however, believe that teachers care for them compared to 71% in Oaks Halfway House and 86% in Eckerd Intensive Halfway House. Overall, despite the lower proportion of students that feel most comfortable with teachers, a vast majority of students have positive perceptions of the teachers in all three programs.

Figure 10.5-4 describes how students view the teachers with respect to their instructional activities.

Figure 10.5-4: Perceptions of Teacher's Time Spent with Students



Note. Bars represent the combined percentages for responses stating “2 to 4 times a week,” “once per day,” and “more than once per day.” The other responses for these items are “almost never” and “once a week.”

Figure 10.5-4 indicates that students largely feel that their teachers provide them with individual help regularly. More than 90% of the students in all three programs report that they frequently receive individual help from teachers. Across all three schools, less than 10% of the students feel that their teachers frequently ignore them. A vast majority of the students do not feel that teachers frequently work in small groups in Oaks Halfway House and Pensacola Boys Base. The same figure for Eckerd Intensive Halfway House, however, is different with almost 50% of the students reporting that teachers frequently work in small groups. Although the lack of frequent small group initially seems questionable, this is probably counterbalanced by the amount of time the students report receiving individual attention, as well as working with computers and on their reading skills – activities that each of the programs aim to concentrate on. Overall, students feel that they receive individual attention from their teachers in all three programs.

A final area of the student survey assessed their perceptions of the programs transition services. Table 10.5-5 presents these results.

Table 10.5-5: Students Plans After Release from the Program

<i>Issue</i>	<i>Yes (%)</i>	<i>No (%)</i>	<i>NA (%)</i>	<i>Total (%)</i>
Plan to Return to School?	84	13	4	101%
Someone Helping with Transition?	74	21	5	95%
Teacher Helping with Transition?*	54	41	5	100%
Education Staff Helping with Transition?*	42	55	4	101%
Counselor Helping with Transition?*	27	69	4	100%
Case Manager Helping with Transition?*	33	64	4	101%

\*This item was not asked in Eckerd Intensive Halfway House. The percentages include only Oaks Halfway House and Pensacola Boys Base.

Most of the surveyed students (84%) report planning to return to school upon release from the juvenile justice facility. The bulk of the students are receiving transition assistance from either a teacher (54%), some other member of the education staff (42%), counselors (27%), or case managers (33%). Overall, 74% of the students report that someone is helping them with transition.

## Teacher Surveys

Eleven teachers (which is the total number of teachers across all three programs) were also administered a survey. The teacher survey covered an equally wide range of issues, from years teaching, to how safe they feel in the program, and their perceptions of other program staff members. They had been teaching for a wide range of years, from two years (n =1), to 15 years (2), all the way to 44 years (1). Similarly, each teacher had been teaching in the juvenile justice education program for a different amount of months. These responses ranged from 16 to 314 months.

Table 10.5-6 details the teachers' general perceptions of the program's school environment.

Table 10.5-6: Teachers' General Perceptions of School Environment

Survey Questions	Eckerd			Oaks			Pensacola			Total
	A	N	D	A	N	D	A	N	D	
I feel safe at this school	4			3	1		3			11
I belong at this school	4			4			3			11
I am recognized for my work	4			2	1	1	2	1		11
I am not recognized for my work and achievements			4	1		3		1	2	11
The school provides an atmosphere where every student can succeed	4			4			3			11
I look forward going to school everyday	3	1		4			3			11
I enjoy working at a juvenile justice school more than working at a public school	3	1		4			3			11

Note. Cell entries are number of teachers (SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree)

Teachers at these high-performing programs largely have positive views of the school and their ability to do their job. All teachers feel safe at their schools. All teachers feel that they are appreciated for their work. All but one teacher actually prefers teaching in juvenile justice schools rather than public schools. While this table demonstrates a largely encouraging view of teacher experiences, Table 10.5-7 addresses some more specific aspects of their teaching experiences.

Table 10.5-7: Teacher Perceptions of Their Own Performance

Survey Questions	Strongly Agree	Agree	Neutral	Total
I am effective at teaching the classes assigned to me.	8	3	0	11
Quality work is expected of me.	10	1	0	11
I work effectively with special education students.	7	4	0	11
I work effectively with limited English speaking students.	2	4	3	9
I work effectively with ethnically diverse students.	9	2	0	11
I work effectively with lower achieving students.	9	2	0	11

The teachers report being comfortable with all but those students with limited English, although no teacher reported that they are unable to work well with such students. All teachers feel that they are effective at teaching and that quality work is expected from them.

Table 10.5-8 assesses the level of teacher and administrator interaction.



Table 10.5-8: Teacher-Administrator Interaction

<i>Survey Questions</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Total</i>
I feel that am respected by my school administrators.	5	6	0	0	11
School administrators communicate clearly.	5	5	1	0	11
School administrators communicate in a timely manner.	5	4	2	0	11
Administrators provide the resources needed to be an effective teacher.	5	5	1	0	11
My administrator is an effective instructional leader.	5	4	1	1	11

On all measures of teacher perceptions of administrators, the majority of teachers gave favorable responses. All of the teachers think administrators show respect for them. An overwhelming majority, 9 out of 11 (82%), of teachers agreed that administrators could communicate with them in a timely manner. Further, a vast majority, 10 out of 11 (91%), acknowledged that their administrators could provide resources to them. Similarly, nine out of 11 (82%) of the teachers consider their administrators to be effective, while only one (9%), disagreed.

Table 10.5-9 documents the responses to the following question, “I believe student achievement can increase through...” A variety of instructional techniques were listed, and teachers responded by indicating how strongly they agreed or disagreed with each strategy.

Table 10.5-9: Teacher Preferred Strategies for Increasing Student Achievement

<i>Strategy</i>	<i>Agree (%)</i>	<i>Neutral (%)</i>	<i>Disagree (%)</i>	<i>Total (%)</i>
Use of Student Achievement Data	73	27	0	100%
Integrating Instruction	82	18	0	100%
Thematic Instruction	100	0	0	100%
Class Lecturing	18	36	46	100%
Cooperative Learning	91	9	0	100%
Working Independently	73	27	0	100%
Working Individually	100	0	0	100%
Use of Computers	100	0	0	100%
Personal Relationships between Teachers and Students	91	9	0	100%

Table 10.5-9 indicates that teachers feel that students learn best working individually and with computers. Thematic instruction also gained full support from teachers as a strategy to increase student achievement. Further, most teachers (91%) agreed cooperative learning and personal relationships between teachers and students could improve student achievement. Interestingly, as teachers agreed on most strategies for student achievement, they appear to be decidedly against lecturing. Only 18% of the teachers believed that class lecturing is a good strategy, while 46% disagreed.

Table 10.5-10 provides a summary of the responses to questions concerning the level of morale among teachers, students, support staff and administrators.

**Table 10.5-10: Teacher Perceptions of High Morale**

<i>Who?</i>	<i>Agree (%)</i>	<i>Neutral (%)</i>	<i>Disagree (%)</i>	<i>Total (%)</i>
Teachers	73	18	9	100%
Students	82	9	9	100%
Support Staff	82	9	9	100%
Administrators	91	9	0	100%

Clearly, teachers view their coworkers, students and administrators favorably. Most teachers agree that teachers, students, support staff and administrators have high morale; in fact, 91% of the teachers agreed that administrators have high morale.

## **Survey Summary**

Based on the results of the two surveys, it is quite evident that both teachers and students alike have positive impressions of their juvenile justice educational programs. On all measures of student perceptions, more students reported positive views than negative views. Students feel safe at these schools. They also feel that they are learning, and most of the students plan to return to school upon release. The students feel that the teachers respect them, listen to them, and care about them. They also believe they are treated fairly and receive individual attention. Moreover, they reported that the teachers use a wide range of instructional techniques at least once a week and oftentimes more than once a day. These findings suggest that teachers do indeed listen to their students and care about their needs. Furthermore, students' efforts are recognized and rewarded both academically and behaviorally.

The teacher surveys were equally positive. Again, on all but one general measure of satisfaction with the programs, the teacher perceptions were overwhelmingly positive. Teachers feel safe; they feel that their efforts are recognized and that they are working in positive environments. Ten of the 11 teachers actually prefer teaching in these facilities, rather than in public schools. Four of the teachers do not think that facility needs take precedence over educational needs. All teachers feel comfortable working with special education, ethnically diverse, and lower achieving students; however, only a slight majority (six) are comfortable working with students with limited English skills. Like the student

survey, teachers feel that a wide variety of instructional and assessment techniques are necessary for increasing student achievement. Most teachers believe that themselves, students, support staff members and administrators all have high morale. The teachers also had a very positive view of the administrators, with all teachers agreeing that the administrators show respect for them.

## **Common Findings**

Table 10.5-11 highlights common findings of all three programs based on the case study methods of observations, interviews with educational and program staff, and the student and teacher surveys. The common findings are grouped by inputs, activities, immediate results, and outcomes model.

**Table 10.5-11: Common Inputs, Activities, Immediate Results and Outcomes**

<b><i>Inputs</i></b>	<b><i>Activities</i></b>	<b><i>Immediate Results</i></b>	<b><i>Outcomes</i></b>
<u>Student Characteristics</u>	<u>Transition Planning</u>	<u>Academic Gains</u>	<u>Return to School and</u>
* Moderate risk delinquents	* 74% of students report receiving transition	* 91% of students report	<u>Eventual Graduation</u>
* About 20% of students	help	that they are learning	
believe they work well	* Education exit packets with inputs from	* 52% of students have	* Community
	families	been rewarded for grades	reintegration results
<u>Curriculum</u>			indicate that youths who
* Science	<u>Academic Planning</u>	<u>Increased Attachment to</u>	experience high quality
* Math	* Credit recovery programs	<u>School</u>	educational services
* Social studies	* 3-4 grade placement assessment tests used	* 81% of students report	while incarcerated are
* Reading	* Need based placement	having fun while learning	more likely to return to
* Physical education	* Reassessment meetings	* 82 % of teachers feel that	school after their
		students have high morale	release
<u>Teacher Qualifications</u>	<u>Instruction</u>	* 93% of students feel safe	
* Math	*CAI	at school	* Community
*Science	*Peer assistance	* A vast majority of	reintegration results
*Administration	*Variety of instructional techniques (guest	students have positive	indicate that youths with
* Elementary education	speakers, class discussion, experiential	perceptions about their	higher academic
*Special education	learning, class presentations, etc.)	schools	achievement while
	* A vast majority of teachers report that they		incarcerated are more
<u>Physical Plant</u>	prefer to use different strategies for teaching	<u>Return to School</u>	likely to return to school
* Student-to-teacher ratio		* 84% of students plan to	after their release
ranging from 10-15:1	<u>Individualized Teaching</u>	return to school	
	* Individualized plans		<u>Reduction in Recidivism</u>
<u>Educational Supports</u>	* 91% of students feel they receive individual	<u>Increased Self-Esteem</u>	* Longitudinal research
* Lead educator	help from teachers	* 89% of students believe	indicates that youths
* 2-4 teachers	* 100% of the teachers prefer working	that their teachers	who return to school
* 1-2 teacher aides	individually with students	encourage them	and/or graduate from
* 1-2 guidance counselors		* 93% of students report	high school are less
* 3-4 treatment staff members	<u>Student Participation</u>	that their teachers believe	likely to be rearrested
* Secondary education	* Participation in academic activities	they can learn	
options	* Community involvement		
	* Vocational training		
<u>Materials &amp; Technology</u>			
* Computers	<u>Parental Involvement</u>		
* TV/VCRs	* 91% of students report communicating with		
* traditional texts	their family at least once a week		
* books on-tape	* 61% of students report that the school		
	communicates with their families		
	* Family involvement at various stages		
	* Post-treatment monthly meetings		
	<u>Learning Process</u>		
	* GED or diploma option		
	* Weekly progress reports		
	* Behavioral component		

As Table 10.6-11 demonstrates, all three programs have low student-to-teacher ratios (10-15:1) with qualified teachers. The programs use a variety of materials, and they utilize the computer technology for teaching purposes. The number of administrative and support personnel is likely to increase efficiency given the size of these schools. The actions taken by these programs reflect the diverse instructional methods and involvement of families as well as communities. All three programs work efficiently in transition services. Placements are made based on multiple and need based assessments. Family and community involvement is at high levels and the schools provide opportunities for students to participate in various activities. Teachers prefer and use various instructional strategies and, specifically, individualized teaching is valued. Ninety-one percent (91%) of the students feel that they receive individual help from their teachers, while 100% of the teachers report that they prefer working individually with students. The immediate results of these actions can be clearly identified.

A majority of the students report that they feel they are learning while having fun; that their teachers encourage them and that they believe they can learn; and that they feel safe at school. Similarly, a majority of teachers have very positive perceptions about the school environment and their students. About 84% of the students report that they plan to return to school. Previous research suggests that educational quality and academic achievement increase the rate of return to school and facilitates community reintegration while reducing recidivism.

## 10.6 Summary Discussion

The main conclusion that can be drawn from this chapter is that the best practices observed during the case studies and surveys are remarkably consistent with the literature on best practices. Earlier in this chapter, four key areas of best practices were identified: (1) school environment; (2) transition, assessment, and student planning; (3) curriculum and instruction; and (4) resources and teacher quality.

With regard to school environment, researchers have noted that a strongly emphasized, well-rounded educational atmosphere is critical to juvenile justice education. Specifically, opposing interests among the program staff and the educators have typically plagued these programs. However, most teachers at these three facilities do not feel that this is the case. Moreover, 90.9% of the surveyed teachers feel they are not deprived of necessary instructional materials. The curriculum in all three schools is also consistent with the literature. The schools offer basic academic skills, as well as a GED track, vocational skills, and life skills training. The student-to-teacher ratios, the academic rewards, and the parent and community involvement practices are also in line with the available research. Additionally, both students and teachers feel safe at these schools, and there are a variety of both print and non-print instructional materials.

Prior research has also documented the necessity of accurately identifying the students' academic levels at intake. Clearly, these programs do so. They all make efforts to collect the students' past records, and they each administer a series of grade placement assessment tests

for reading, math and writing. The students' progress is also monitored frequently via progress reports, thereby providing continuous assessment.

Research has also pointed to the need for individualized academic plans based on academic assessments. All programs provide individual academic plans, and most students do in fact feel that they receive individual attention. Moreover, the computer-assisted instruction allows the teachers to monitor their students' progress daily, giving them the opportunity to modify the students' plans as needed. Both the observations and surveys indicate that these programs are using a well-rounded curriculum, accounting for all five of the major learning modalities. Specifically, it has been noted that technology is especially helpful in the education of juveniles in correctional facilities. The teachers overwhelmingly agree with this finding, and the students report that the teachers do in fact integrate several forms of technology into their curriculum and supplement with offline instruction as well.

Transition and aftercare is also a critical area of juvenile justice education. Each of these programs has a rigorous transition policy, starting with the guidance counselor collecting all records and creating an exit packet for the student. Students also meet with their counselors to plan their post-release placement. In fact, 74% of the students reported receiving transition assistance from one or more education or support staff member.

Finally, teacher quality and professional development has been receiving increasing attention from both academics and policy makers. This attention has clearly been translated into practice within each of these three facilities. These teachers are certified in the basic academic subjects, while support staff and some teachers are certified in additional areas such as physical education, psychology, and sociology.

In sum, the body of literature that addresses best practices in juvenile justice education is reflected in the policies and practices of these three programs.

# CHAPTER 11

## IMPROVING JUVENILE JUSTICE EDUCATION: THE ONGOING DEVELOPMENT OF AN INFORMATION SYSTEM

### 11.1 Introduction

As discussed in Chapter 2, over the past several decades, there has been an ever-increasing focus on the accountability of social services. This accountability movement has been accelerated in juvenile justice education by the passage of the *No Child Left Behind Act* (NCLB). To effectively meet this accountability demand requires an emphasis on gathering pertinent information from a variety of different sources. Since its creation in 1998, the Juvenile Justice Educational Enhancement Program (JJEED) has been able to adapt to and influence this continuing demand for increased accountability and the associated different information sources.

In 1998, JJEED found that little research had been completed that identifies and validates best educational practices in juvenile justice schools. Therefore, JJEED's original proposal called for a data-driven system, which incorporated research into its mission and functions. This approach has allowed JJEED and the State of Florida to systematically improve educational services for incarcerated youths over the last seven years. Nonetheless, achieving an integrated research system that incorporates data into various areas of JJEED's operations and utilizes these data for statewide systematic improvement in juvenile justice education has been a formidable task. JJEED continues to make efforts to incorporate the most up-to-date research and data into its four functions of research, quality assurance (QA), technical assistance, and policy recommendations. This chapter considers the important role of an information system in better meeting JJEED's multiple functions.

The remainder of this chapter consists of five subsequent sections. Section 11.2 describes current and future JJEED research initiatives and how they contribute to other aspects of the organization. Section 11.3 addresses the historical research base for quality assurance, the increasing use of data to inform the QA process, and the future direction of QA. Section 11.4 describes the provision of technical assistance to schools and school districts in the past and how future technical assistance will increasingly rely on current research and program information. Section 11.5 illustrates the impact that JJEED's research has had on juvenile justice education policy and how it will continue to provide meaningful information to policy makers. Section 11.6 provides a summary discussion of JJEED's ongoing initiative to develop a data-driven juvenile justice education system.

## **11.2 Research**

In 1998, the State of Florida did not have the data capacity to effectively evaluate juvenile justice school performance or the educational performance of youths in the juvenile justice system. In response to this void, JJEEP began developing a comprehensive, statewide data management system, utilizing databases that contain program performance results, program characteristics, teacher qualifications and characteristics, student performance, and individual students' community reintegration results.

These multiple databases have evolved into integrated and comprehensive research tools that have enabled JJEEP and the State of Florida to address many important questions concerning effective juvenile justice education practices for Florida's delinquent youth population. As the databases have grown over the years, more comprehensive program descriptions, explanations, and predictions have been made that facilitate numerous program applications, improvements, and associated best practices in Florida's juvenile justice education system.

The number of variables in JJEEP's program evaluation databases has tripled since 1998 to allow better evaluation of program characteristics and program performance. Specifically, these databases contained less than 60 variables in 1998, while in 2004, the number of variables increased to more than 180. This increase in information enables more detailed and efficient analyses of program practices and performance and student and program demographics. While variables within these databases may change from year to year, through the inclusion of more detailed information, the overall categories remain consistent. Examples of the types of data contained in these databases include contact information, educational program design, and program staff, student, and program demographics.

In addition to the information collected through the QA process, JJEEP also obtains student-level data from a number of official state sources. 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). For example, the student-level data used for the research in this annual report were obtained from the following sources:

- ◆ Florida Department of Education (DOE) – Survey 5 (JJEEP currently maintains six years of Survey 5 data, from FY 1998-99 through FY 2003-04)
- ◆ Florida Department of Law Enforcement (FDLE)– arrest data
- ◆ Florida Department of Corrections (DOC) – placement data
- ◆ Florida Education Training Placement Information Program (FETPIP) – employment data

These four datasets include student-level data containing demographic information, educational records, arrest, and employment history. JJEEP has developed a method that allows matching these data from such identifiers as student identification (primarily the social security numbers), first and last names, and date of birth. In tracking the student



records over time, new criteria were developed for certain variables, including prior arrests; employment after release; academic, vocational and elective credits earned; return to school; and attendance. Cohort data were then combined with JJEEP's program performance data to enhance the on-site review process, develop more efficient methods to assess the impact of new measures on educational quality, and longitudinally track the outcomes of these measures in juvenile justice schools.

JJEEP's databases are also used to inform juvenile justice educational programs and school districts about the QA process and results, identify high and low performing programs, and to assist in the identification of specific examples of best practices that may be disseminated. The large amount of data contained in these varied databases allow for a variety of applied research activities. These activities include:

*Program Evaluation Research* - Program evaluation research is focused upon evaluating the quality of juvenile justice educational programs in relation to program demographics such as size, type, provider, staff characteristics, type of population served, and location. Program evaluation of juvenile justice educational programs is also a major requirement of NCLB. Examples of JJEEP's program evaluation research are discussed in Chapters 3, 4, and 5 and include student/teacher ratio, teacher qualifications, privatization, characteristics of high and low performing programs, and identification of problem areas experienced by multiple programs across the state.

*Student Educational Characteristics Research* - Educational characteristics research is aimed at identifying the characteristics of juvenile delinquents in relation to their non-delinquent peers. This includes determining the extent to which juvenile delinquents may have more severe educational deficiencies than other adolescent groups. This research is guided by the need to identify delinquency risk factors and to diagnose juvenile justice students' specific educational needs. See Chapters 7 and 8 for research projects involving the use of these educational characteristics.

*Entry-Exit Academic Gains Research* - Entry-Exit research is aimed at determining the specific student educational gains that certain subpopulations may experience while committed to juvenile justice programs. This research is also targeted at identifying which juvenile justice educational programs produce the greatest educational student gains and validating the QA process by testing the relationship between QA ratings and program-level student educational gains. Building on the existing research on academic gains, the implementation of House Bill 1989 requiring DOE to select and implement a uniform academic entry/exit assessment test in juvenile justice schools will enhance this research. This test will allow for accurate measurements of educational achievement of students while incarcerated. This academic assessment is scheduled to be implemented in 2005, and juvenile justice schools will be required to electronically report test results through the DOE's automated student information database. Assessment results will then be used to measure student gains while incarcerated in the areas of reading, writing, and math.

*Longitudinal and Life Course Research* – JJEEP’s longitudinal and life course research is designed to determine the community reintegration results of students after their release from juvenile justice educational programs. Community reintegration measures include post-commitment educational achievement, employment, and recidivism. Moreover, future longitudinal research will be aimed at analyzing the outcomes of multiple cohorts, specific types of youths, and the environmental factors that affect long-term results pre-, during, and post-incarceration. For results of JJEEP’s longitudinal research, please see Chapters 7 and 8.

*Survey Research* – A national survey of other states’ implementation of NCLB requirements in their juvenile justice education systems has been recently completed. This survey collected information on lawsuits that states have experienced, their organizational structures, the level of data collection used, their level of monitoring in juvenile justice educational programs, and each state’s status in implementing NCLB requirements in juvenile justice schools. These data indicate that Florida is leading the nation in the evaluation and accountability of juvenile justice education. JJEEP plans to enhance its survey research to include surveys of teachers in Florida’s juvenile justice educational system. This survey will collect information on critical issues of teacher recruitment and retention, best education practices, and the technical assistance needs of juvenile justice education teachers. See Chapter 6 for national survey results.

*Demonstration Sites* -To bridge the gap between quantitative and qualitative research and in the effort to create a better accountability system, in 2004 JJEEP initiated a project involving in-depth case studies of high performing programs. This ‘best practice demonstration sites research’ is intended to collect detailed information that captures the day-to-day practices and processes of high performing programs to allow replication in poorer performing programs. Based upon five years of QA scores and various outcome measures suggested by NCLB, programs are being selected as potential demonstration sites. In-depth field research studies are being conducted on each of these sites to obtain a better understanding of the best practices and processes in place. The case studies employ a multi-tool data collection methodology of observations, interviews, surveys, and document analysis. For a detailed discussion of 2004’s case studies and findings, please see Chapter 10.

The development of a statewide data management system for juvenile justice education has allowed JJEEP to use research and information to guide its other functions of QA, technical assistance, and policy recommendations. More specifically, data and research now inform the revision of QA standards, are used to improve data collection, guide the scheduling of QA reviews, focus technical assistance resources on those programs most in need of assistance, and provide the basis for JJEEP’s annual policy recommendations to DOE. The following sections outline the development of JJEEP’s QA and technical assistance functions and provide examples of how information is used to guide these systems.

## 11.3 Quality Assurance

In 1995, DOE staff developed the first set of QA standards to encourage continuous improvement in juvenile justice educational programs. One set of standards for all types of programs was drawn from special education performance standards and statutory authority. The standards focused on administration and evaluated each program's philosophy, procedures, and approach to education.

In 1998, the project was awarded to the Florida State University School of Criminology and Criminal Justice, resulting in the creation of JJEPP. During that year, JJEPP began its research into promising and best educational practices for delinquent and at-risk youths through an extensive literature review, and hosted five regional meetings 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. During 2000 and 2001, the QA standards were modified to address new legislative requirements, including contract management, year-round schooling, adult and vocational education, and other educational accountability issues. Minor revisions occurred in 2002 and 2003 based on input from school districts and provider practitioners and the ongoing research on best practices in juvenile justice education.

In more recent years, NCLB has had a substantial impact on the 2004 and 2005 versions of the educational QA standards. For juvenile justice schools, NCLB mandates, among other requirements, transition services, highly qualified teachers, program evaluation, student outcomes, and assessment testing. The 2005 version of the QA standards incorporates many of the requirements of NCLB focusing on student services and accountability. During this time, the *Just Read Florida!* initiative also began, which added several new reading requirements to the QA standards. These numerous legislative requirements, the increased emphasis on accountability, continual input from practitioners, and JJEPP's research analyses of program performance has led to the development of an evidence-based review system. This evidence-based system is being implemented to ensure that accurate information is collected and that quality ratings are consistently assigned to indicators in the educational QA standards, which have been aligned with state and federal policy initiatives.

The evidence-based process begins with JJEPP's methods for reviewing juvenile justice schools. This currently consists of program self-report information; interviews of teachers, students, and educational administrators; observations of educational activities; and a review of students, staff, and school documents. Examples of self-reported information requested include teacher certifications and qualifications; 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 plans and transition plans. These documents begin the evidence collection process and allow QA reviewers to have an accurate picture of a program before going on site.

The on-site portion of the QA review is also evidence-based, relying on documented evidence to evaluate the quality of educational services within each juvenile justice educational program. Data are gathered from multiple sources and may include notes from student and educational personnel interviews, classroom observations, and reviews of student files or particular school documents. Indicator ratings are then based on substantiated information using these multiple sources to verify program practices.

For the 2005 review cycle, JJEEP has developed and is implementing even more detailed methods and review protocols for each indicator and benchmark in the QA standards. To ensure that methods are followed consistently, specific evidence is gathered for each benchmark prior to rating an indicator. In determining the specific QA scores, reviewers use a preponderance of the evidence standard to determine whether the intent of the indicator in question is being met. The preponderance of evidence determination is made in relation to the multiple sources of data that reviewers collect and examine during the QA review. In the event of conflicting evidence, reviewers re-check the accuracy of information through triangulation of documents, interviews, and observations. When initial problems are identified, reviewers gather additional information to determine if the problem(s) is systemic or merely an oversight concerning an individual case.

After all evidence is gathered, preliminary QA ratings are assigned, which are subject to final determination by both a JJEEP in-house and DOE review. This process includes two colleagues verifying that the rating justification in each indicator conforms to the corresponding rating given by the reviewer. The Lead QA Reviewer also reads each report to ensure that the evidence gathered addresses the specific requirements and intent of the standards. This process facilitates communication, accuracy, early problem identification, and consistency among reviewers. In addition, JJEEP's Lead QA Reviewer shadows all review staff once per year. Shadowing allows the process to be monitored across reviewers and allows inconsistencies to be corrected. The evidence-based system emphasizes methodological consistency, in-house reviews, and reviewer shadowing to ensure the reliability and validity of the data collected by JJEEP. These processes allow for accurate analyses of problem areas and the provision of more meaningful information to DOE, school districts, and providers.

As part of these new QA methods and evidence-based system, and in order to provide efficient and quality services to school districts and juvenile justice educational programs, JJEEP is also using data to inform the QA scheduling process. The 2005 QA schedule is created based on the following criteria: 1) the Department of Juvenile Justice (DJJ) QA schedule, 2) program location, 3) program size, 4) exemplary and/or deemed status, and 5) when the program was reviewed the previous year.

Information-based scheduling allows JJEEP to focus its efforts on poorer performing programs. Since the higher performing programs that have achieved exemplary status (discussed later in this Chapter) only require either a self-report review or one-day on-site review, more time can be spent with lower performing programs. Further, to help ensure consistency, once the schedule is set, JJEEP reviewers are randomly assigned to programs unless they were on-site at that program during the previous year's QA.

If they reviewed a program during the previous year, they are not assigned to the same program the following year.

As JJEPP continues in its seventh year of conducting QA reviews, the focus is to increase reviewer consistency and ensure accurate and complete data gathering through an evidence-based system. Additionally, JJEPP will extend reviews for lower performing programs in order to focus resources on the programs that need the assistance most, and to continue to raise the bar for programs and school districts to utilize research-based practices. JJEPP will continue to collaborate with school districts, providers, DJJ, and DOE to ensure that each educational program that serves juvenile justice and at-risk youths, will be of such high quality that all these youths who return to their local communities will be prepared to participate in school, work, and home settings as successful and well-educated citizens, thereby increasing their potential for future success.

## **11.4 Technical Assistance**

Beginning in 2005, JJEPP is expanding the scope of its technical assistance efforts, and increasingly relying on the information contained in its multiple databases to identify high and low performing programs. As part of this effort, JJEPP is instituting an exemplary program process. The purpose of this process is to acknowledge and reward high performing programs based on QA scores and to allow provision of more assistance and interventions, as necessary, to low performing programs, through the corrective action process and designation of demonstration sites.

A juvenile justice educational program that receives an overall average QA score of 6.5 or higher will be awarded exemplary status. For the two years following, the educational program will receive a shortened one-day review. In addition, those programs receiving an overall average score of 7.0 or higher will not receive an on-site visit for one year. During the subsequent second and third years, the program will receive one-day reviews. While recognizing high performing programs, JJEPP and DOE are focusing their resources upon lower performing programs. Beginning with the 2005 QA cycle, programs and school districts that continue to have the same deficiencies noted during their QA reviews year after year will receive lower QA scores in the identified indicator(s). These programs will receive a corrective action and be required to develop a corrective action plan (CAP).

A CAP is intended to initiate a process that will enable programs to identify systemic processes and procedures that may be contributing to the program's below satisfactory rating in any standard. CAPs will be required for all educational programs that receive below satisfactory ratings (lower than 4.00) in standard one, standard two, or standard three during the 2005 QA review cycle. CAPs will also be required for all educational programs or school districts that fail to address the same indicator for two consecutive years (2005 and 2006 QA review cycles). If programs under corrective action fail to meet minimum satisfactory criteria in the same standards for the second consecutive year or fail to address the same indicator deficiencies for the third consecutive year, QA and corrective action information will be submitted to DOE for interventions and sanctions.

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 habitually lower performing programs. DOE and JJEEP staff conduct 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.

While data analyses indicate that there is an increase in the number of programs receiving below satisfactory scores in various indicators and an increase in the number of programs receiving a corrective action, overall results of technical assistance are promising (See Chapter 4). The general decrease in the performance quality of juvenile justice educational programs for 2004 can be largely attributed to the impact of new regulations; however, the improvement brought about by the on-site technical assistance visits remains clear.

To facilitate the provision of technical assistance, JJEEP has developed and maintains an extensive information network, working with juvenile justice school administrators throughout the state on a daily basis. Through JJEEP's website, interested personnel can access current and relevant information related to the education of delinquent and at-risk youths. Further, JJEEP maintains a statewide contact list containing mailing addresses, telephone numbers, and e-mail lists of the various parties involved in delinquency education. In fostering these partnerships, school districts and providers annually provide input into JJEEP's quality assurance standards and processes, which assists in developing local, district, and state level consensus for the accountability system in juvenile justice education. Prior to 1998, juvenile justice education providers did not have a forum for sharing information and resources. Since then, JJEEP and DOE have sponsored an annual statewide conference and regional meetings where school district staff and community-based providers exchange 'best practice' information concerning the education of at-risk and delinquent youths, providing an open forum where struggling schools and districts may receive technical assistance from their peers.

In the future, JJEEP plans to augment its efforts in facilitating the distribution of information and relevant data. To accomplish this goal, JJEEP is developing a technical assistance brief system in which descriptive data are used to highlight current trends in juvenile justice educational programming, to identify common processes and practices in high performing programs, community resources and partnerships, and teaching strategies (e.g., for low readers and students with disabilities) that can assist programs in service improvement.

In accordance with the NCLB Title I, Part D, requirement that states use program evaluation results for improvement, JJEEP has increased the scope of its technical assistance for 2004 and will continue to do so in 2005. JJEEP will further focus its efforts on identifying and assisting low performing programs through the provision of on-site technical assistance, increasing the distribution of relevant information to highlight current trends and practices, and designating high performing programs as demonstration sites to assist other facilities.

## **11.5 Policy**

While JJEEP has undertaken extensive data collection efforts over the past seven years, utilizing these data to inform the policy making process has been a difficult task.

Traditionally, JJEEP's policy role has consisted of compiling its research and information in its annual report to DOE, serving on various committees, and presenting at conferences throughout the state of Florida and the nation. With the increasing demands for accountability and measurement at the state and federal levels, however, JJEEP's role in the policy arena and providing data to inform policy is expanding.

Currently, JJEEP is involved in numerous state committees, which include the community transition committee, DOE/DJJ interagency committee, workforce development committee, entry-exit assessment committee, and the NCLB for juvenile justice schools committee. Membership on various committees includes staff from numerous bureaus throughout DOE, DJJ, the Juvenile Justice Providers Association, school district alternative education and dropout prevention administrators, delinquency providers, workforce development, and the Florida legislature, particularly the House Juvenile Justice Committee and the Senate Criminal Justice Committee. These various committees provide a forum where JJEEP can provide information and data to state agencies, school districts, providers, and the legislature to assist them in confronting new legislative requirements, or crafting new legislation, and meeting data reporting needs.

At the local level JJEEP influences policy in juvenile justice educational programs through the implementation of its QA standards and process. Educational program services are guided by the QA system, which in turn is influenced by JJEEP's research. These standards are revised annually to reflect the most current knowledge of Florida's juvenile justice education system.

Future JJEEP policy efforts will include developing an information dissemination system, which will include the publication of research and policy briefs. While the briefs discussed in the previous section will provide programs and teachers with technical assistance information, research and policy briefs that inform state and local decisions makers will also be published. These briefs will be concise summaries that include descriptive data used to highlight current trends in program performance, student characteristics, academic gains, community reintegration outcomes, teacher recruitment and retention, and the progress of NCLB implementation in Florida's juvenile justice system. The results of these briefs will be highlighted on JJEEP's website to allow access to a wide audience of interested parties, distributed through a web-based listserv, and presented at conferences and committee meetings that JJEEP attends.

Through continued participation on state committees, annual revision of the QA standards, and a new research and policy brief publication system, JJEEP will enhance its ability to respond proactively in an ever-shifting legislative and policy environment, thereby increasing accountability and improving the lives of Florida's delinquent youths.

## **11.6 Summary Discussion**

As discussed previously in this chapter, when JJEEP began, the State of Florida did not have the data capacity to effectively evaluate juvenile justice school performance or the educational performance of youths in the juvenile justice system. Since that time, JJEEP has steadily built the capacity to collect, organize, and analyze information, and to integrate this information into its four functions of research, QA, technical assistance, and policy recommendations.

JJEEP conducts multiple forms of research in an effort to understand the complex processes involved in the relationship between education and delinquency. This relationship is evident in both the prevention of delinquency and in the process of delinquent youths desisting from crime. Engaging in varied research methods, such as the development of longitudinal cohorts, case studies of program processes, and student and teacher surveys allows JJEEP to address many important questions concerning effective juvenile justice educational practices for Florida's delinquent youth population.

To conduct these different research efforts requires accurate, consistent, and complete data collection. To achieve this goal, JJEEP is instituting an evidence-based QA review system that outlines detailed methods and review protocols. Further, the process is monitored for consistency at a variety of stages in the process, through in-house and DOE reviews of all QA reports, shadowing of reviewers, and random assignment to programs.

In an effort to increase technical assistance and focus JJEEP and DOE resources on habitually low performing programs, the corrective action process monitors program performance over multiple years to identify systemic problems. Research information will be used to identify statewide areas in need of improvement. These areas will be highlighted at the annual Juvenile Justice Education Institute and Southern Conference on Corrections (JJEI) and other training opportunities where school district staff and providers exchange 'best practice' information concerning the education of at-risk and delinquent youths.

Finally, JJEEP plans to distribute information and relevant data to interested parties by developing a publication brief system in which information and data collected by JJEEP are used to highlight current trends in juvenile justice education research, technical assistance, and policy. Through this integrated research approach, JJEEP will continue to enhance the available information needed to improve the educational services provided to youths in the juvenile justice system, and continue its history of collaboration with school districts, providers, DJJ, and DOE.



# CHAPTER 12

## SUMMARIES AND CONCLUSIONS

### 12.1 Introduction

In 2004, several major challenges emerged that the Department of Education (DOE), the Juvenile Justice Education Enhancement Program (JJEPP), school districts, and educational program providers were able to successfully confront through effective cooperation and collaboration. The year 2005 poses a series of continuing challenges as Florida and the rest of the country attempt to successfully implement the multiple juvenile justice education requirements of the *No Child Left Behind Act* (NCLB). What is clearly evident from JJEPP's seven years of experience is that we will be successful in meeting these new challenges, provided that we continue building consensus and collaboration between state and local agencies involved in juvenile justice education. NCLB raises unprecedented educational challenges, in juvenile justice and public schools alike, that mandate cooperation and collaboration.

What is very promising is that in Florida, we are seeing many direct benefits from the past seven years of annually raising the expectations and requirements of juvenile justice educational programs. Specifically, by improving the quality of juvenile justice educational programs and the academic achievement of incarcerated students, positive alteration of their previous pattern of school failure is being achieved, and associated delinquent behavior is being substantially reduced.

This chapter is comprised of two subsequent sections. Section 12.2 provides summaries of Chapters 2 through 11, and Section 12.3 draws several conclusions from these chapters.

### 12.2 CHAPTER SUMMARIES

Chapter 2 identifies and describes several important legislative actions affecting juvenile justice education in Florida. In addition, the chapter describes JJEPP's positive and effective role in shaping and responding to these legislative changes through cooperation and collaboration between JJEPP, DOE, school districts, and educational program providers.

Chapter 3 presents the results of the 2004 quality assurance (QA) review cycle. Detention centers achieved the highest overall scores of the three types of educational programs reviewed (detention, day treatment, and residential). The highest rated standard was service delivery, while the lowest rated standard was transition. Similarly, the transition benchmarks, particularly Florida Comprehensive Assessment Test (FCAT) participation, had the lowest pass rates. In contrast, the contract management benchmarks had relatively high pass rates. In addition, personnel qualification and professional certification scored the highest among indicators, while testing and assessment scored the lowest. Overall, of the

188 reviewed programs, 58 (31%) scored in the high satisfactory or superior range, while 18 (10%) programs scored in the below satisfactory range.

Chapter 4 describes JJEEP's technical assistance functions, placing particular emphasis on the impact of NCLB on the number of programs requiring technical assistance. Specifically, data indicate that an increasing number of programs received below satisfactory scores on various indicators and, consequently, an increasing number of programs received corrective action. Despite raising expectations and requirements, most programs that received technical assistance did, in fact, improve their performance.

Chapter 5 identifies significant correlates of quality education. These include: the proportion of teachers with professional certification, average years of teaching, average months of teaching in a specific program, and the proportion of in-field teachers. Policy implications based on these results were also discussed.

Chapter 6 presents the results of a national survey. A major goal of Chapter 6 was to compare Florida to other states in the nation. The chapter revealed that, compared to other states, Florida is somewhat less fragmented, has made more progress in implementing NCLB requirements, has a more rigorous evaluation process, and imposes more sanctions for poor program performance.

Chapter 7 extends the community reintegration findings for Cohort 1, namely, those students who were released from juvenile justice residential programs during FY 2000-01. Among the findings reported is that students who sustained their public school participation through one year were 41% less likely to be rearrested as compared to those students who did not remain in public schools. Further, students who stayed in public schools for two years after their release from a residential program were 57% less likely to be rearrested as compared to those who did not stay in school. The findings clearly support the positive community reintegration role of higher academic achievement while incarcerated and returning to and staying in school following release.

Chapter 8 presents community reintegration findings for Cohort 2 that are intended to replicate the major methods and analyses used in Cohort 1. Cohort 2 involves 5,254 students who were released from juvenile justice residential programs during FY 2001-02. Consistent with the findings from Cohort 1, the Cohort 2 findings demonstrate that higher levels of academic achievement while incarcerated significantly increase the likelihood of students returning to public schools following their release from a juvenile justice residential program. Cohort 2 students, like Cohort 1 students, who earned a diploma while incarcerated were less likely to be rearrested following their release. Additionally, those Cohort 2 students, as in the case of Cohort 1, who returned to school with above average attendance were much less likely to be rearrested than those who did not return to school. In sum, the findings from Cohort 2 replicate our findings from Cohort 1 and, together, strongly support the role of academic achievement as a positive turning point in the lives of many delinquent youths.

Chapter 9 presents the results of three years of QA reviews of two alternative education schools in Volusia County. Although this pilot project is only three years old, both of the

county's alternative schools have implemented a number of changes that JJEEP has recommended as a result of the first two QA reviews; consequently, both schools demonstrated marked improvement. Among the more significant changes were the implementation of school councils and an increase in linking the schools with the larger community. Both schools showed some weaknesses in areas such as the development and use of individual academic plans (IAPs).

Chapter 10 presents findings from three case studies of high performing programs. The chapter presented five key areas of best practices: school environment, assessment and student planning, curriculum and instruction, transition and aftercare, and teacher quality and professional development. Observations, supplemented by teacher and student surveys, confirmed that these three programs excel in all five key areas.

Chapter 11 describes JJEEP's role in creating and improving an information-driven juvenile justice education policy in Florida. JJEEP's past, present, and future data-driven initiatives were discussed, and the impacts of these initiatives on Florida's juvenile justice education system were presented.

## **12.3 CONCLUDING COMMENTS**

In relation to JJEEP's four specific functions, the following concluding comments can be drawn from our 2004 program efforts.

### **I. Quality Assurance**

Since 1998, JJEEP has continued to increase and improve upon its QA expectations and processes for Florida's approximately 200 juvenile justice educational programs. As a result of these continuous QA improvements, Florida is well positioned to successfully confront the accountability related requirements of NCLB.

### **II. Technical Assistance**

Throughout the past seven years, JJEEP's technical assistance efforts have been proven effective. Specifically, providing onsite, targeted assistance has been successful in improving deficient areas in different juvenile justice educational programs throughout the state. Moreover, through our technical assistance efforts and annual QA standards revisions, JJEEP, the Florida Department of Education (DOE), school districts, and individual educational programs have developed an effective and ongoing collaborative undertaking that is successful in improving educational program quality and students' levels of academic achievement and community reintegration prospects.

### **III. Research**

JJEEP's research has guided all of our program efforts related to QA, technical assistance, and policy. As a result of our ongoing longitudinal studies, we now can show that Florida's

sustained and unprecedented commitment to quality and accountable juvenile justice education is, indeed, effective in positively changing the lives of numerous juvenile justice youths as measured by their community reintegration outcomes.

## **IV. Policy**

Beginning in 1998, and each year thereafter, JJEPP has been able to guide Florida's juvenile justice education policies. Collaboration has been the key to our success in bridging the traditional research and policy divide. In recognition of this success, the JJEPP model is now being promoted as an exemplary state system for juvenile justice education. We look forward to sharing our experiences with other states as we all embrace and implement the requirements of NCLB.

## **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.

**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** is 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 and 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.

**Emotional and behavioral disabilities**—are characteristics that are applied to students who have been identified as EH (emotionally handicapped) and SED (severely emotionally disturbed).

**Exceptional student education (ESE)** services are provided to students eligible for such programs. This includes students who are gifted and 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.

**Just Read, Florida** – Pre-K-20 reading initiative.

**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.

**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.

**Special Education** describes the educational services provided to students with disabilities and does not include program services that are provided to students who are gifted.

**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 ACRONYMS AND TERMS

The following is a list of acronyms and terms that are most commonly used in JJEEP documents. Included are the acronyms of some, but not all, DOE-approved assessments.

<b>ACA</b>	American Correctional Association
<b>ACT</b>	American College Test
<b>ADA</b>	Americans with Disabilities Act
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>AIP</b>	academic improvement plan
<b>AMI</b>	Associated Marine Institutes, Inc.
<b>AR</b>	Accelerated Reader
<b>ASC</b>	American Society of Criminology
<b>BEESS</b>	Bureau of Exceptional Education and Student Services
<b>CAP</b>	Corrective Action Plan
<b>CCA</b>	Correctional Corporation of America
<b>CCD</b>	Florida Course Code Directory and Instructional Personnel Assignments
<b>CSC</b>	Correctional Services Corporation
<b>CLAST</b>	College Level Academic Skills Test
<b>CRT</b>	criterion-referenced test
<b>DCF</b>	Florida Department of Children and Families
<b>DCT</b>	Diversified Cooperative Training
<b>DJJ</b>	Department of Juvenile Justice
<b>DOC</b>	Department of Corrections
<b>DOE</b>	Department of Education
<b>DOP</b>	Dropout Prevention
<b>EH</b>	emotionally handicapped
<b>EMH</b>	educable mentally handicapped
<b>ESE</b>	exceptional student education
<b>ESOL</b>	English for speakers of other languages

<b>FAC</b>	Florida Administrative Code
<b>FASTER</b>	Florida Automated System for Transferring Educational Records
<b>FCAT</b>	Florida Comprehensive Assessment Test
<b>FCIC</b>	Florida Crime Information Center
<b>FDLE</b>	Florida Department of Law Enforcement
<b>FDLRS</b>	Florida Diagnostic and Learning Resources System
<b>FEFP</b>	Florida Educational Funding Program
<b>FEI</b>	Florida Environmental Institute
<b>FETPIP</b>	Florida Education and Training Placement and Information Program
<b>FSSS</b>	Florida Sunshine State Standards
<b>FTE</b>	full-time equivalent
<b>GED</b>	General Educational Development (or GED Exit Option when applicable)
<b>HH</b>	hospitalized/homebound
<b>HI</b>	hearing impaired (includes deafness)
<b>IAP</b>	individual academic plan
<b>IDEA</b>	Individuals With Disabilities Education Act
<b>IEP</b>	individual educational plan
<b>ISS</b>	in-school suspension
<b>JJEI</b>	Juvenile Justice Education Institute
<b>JJEEP</b>	Juvenile Justice Educational Enhancement Program
<b>JJIS</b>	Juvenile Justice Information System
<b>JPO</b>	juvenile probation officer
<b>LEA</b>	local education agency
<b>LEP</b>	limited English proficiency
<b>MH</b>	mentally handicapped
<b>NAEP</b>	National Assessment of Educational Progress
<b>NAFI</b>	North American Family Institutes
<b>NCE</b>	Norm Curve Equivalent
<b>NCIC</b>	National Crime Information Center (FBI)
<b>NCLB</b>	No Child Left Behind Act of 2001

<b>OJJDP</b>	Office of Juvenile Justice and Delinquency Prevention
<b>OJT</b>	on-the-job training
<b>OHI</b>	other health impaired
<b>OPPAGA</b>	Office of Program Policy Analysis and Governmental Accountability
<b>PACE</b>	Practical, Academic, and Cultural Education (PACE Center for Girls, Inc.)
<b>PASS</b>	Parallel Alternative Strategies for Students
<b>PI</b>	Physically Impaired
<b>QA review</b>	(QAR is no longer used)
<b>SACS</b>	Southern Association of Colleges and Schools (accrediting body)
<b>SAC</b>	school advisory committee
<b>SAFE</b>	Student and Family Enhancement (an AMI intensive aftercare program)
<b>SAT</b>	Scholastic Assessment Test (note the new name)
<b>SBER</b>	State Board of Education Rule
<b>SEA</b>	state education agency
<b>SED</b>	Severely Emotionally Disturbed
<b>SEDNET</b>	Severely Emotionally Disturbed Network
<b>SIP</b>	school improvement plan
<b>SLD</b>	specific learning disability
<b>SLI</b>	speech and/or language impaired
<b>SSAP</b>	Student support and assistance plan
<b>SWD</b>	Students with disabilities
<b>TAP</b>	technical assistance paper
<b>TAR</b>	technical assistance report
<b>TERMS</b>	Total Education Resource Management System
<b>TIPS</b>	Teenage Information Program for Students
<b>TMH</b>	trainable mentally handicapped
<b>VE</b>	varying exceptionalities
<b>VI</b>	visually impaired (includes blindness)
<b>VocEd</b>	vocational education
<b>YES</b>	Youth Environmental Services, Inc.



# **APPENDIX C 2004 EDUCATIONAL QUALITY ASSURANCE STANDARDS**

**FOR**

**RESIDENTIAL PROGRAMS, DAY TREATMENT  
PROGRAMS, AND DETENTION CENTERS**

## **2004 EDUCATIONAL QUALITY ASSURANCE STANDARDS FOR RESIDENTIAL PROGRAMS**

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](http://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](http://www.firn.edu/doe/commhome/drophome.htm)) and *Diagnostic Instruments Appropriate for Primary and Secondary Levels* ([www.firn.edu/doe/bin00014/progress/diagnostic.pdf](http://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](http://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

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](http://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

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](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

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 FOR DAY TREATMENT PROGRAMS**

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](http://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](http://www.firn.edu/doe/commhome/drophome.htm)) and *Diagnostic Instruments Appropriate for Primary and Secondary Levels* ([www.firn.edu/doe/bin00014/progress/diagnostic.pdf](http://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](http://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

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

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](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

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 JEEP 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 FOR DETENTION CENTERS

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](http://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](http://www.firn.edu/doe/commhome/drophome.htm)) and *Diagnostic Instruments Appropriate for Primary and Secondary Levels* ([www.firn.edu/doe/bin00014/progress/diagnostic.pdf](http://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

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

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](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

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 D

# 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 5
- 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 5

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
- Special 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 DOESurvey 5 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 5 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" DOESurvey 5 Demographic format data for this year's annual report. These include, by chapter:

Chapter 7 Cohort 1: Incarceration, Educational Opportunity and Community Reintegration

- all youths *released* from any DJJ residential commitment program during FY 2000-01

Chapter 8 Cohort 2: Incarceration, Educational Opportunity and Community Reintegration

- all youths *released* from any DJJ residential commitment program during FY 2001-02

## Chapter 9 Volusia County Pilot Project

- 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
- all youths *released* from either of two Volusia County Alternative Discipline Schools during FY 2001-02

### Creating the Cohorts

Data for the three cohorts were selected using the school number from DOE Survey 5 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 5 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 5 formats is done using SID (either an SSN or an alias), District, and School Number.
- *Matching* to data sources outside DOE Survey 5 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 5 demographic file is missing an exit date, that student cannot be retained in the cohort.\*

## **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 5 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 two thirds of cases match from one year to the next in the FLDOE Survey 5 demographic format.

Possible reasons why students may not be found in future Survey 5 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.

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\*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.



- 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). JJEEP 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 E  
2004 QUALITY ASSURANCE REPORT TEMPLATE  
COVER PAGES**













## 2004 Educational Quality Assurance (QA) Review Report For Detention Centers

Florida Department of Education, Bureau of Exceptional Education and Student Services, Juvenile Justice Educational Enhancement Program

Facility Name				Date of Review				Reviewer(s)													
School #																					
Supervising School District		County		Program Level		-----															
Operator of Educational Program		(Profit Status)		Operator of Facility		(Profit Status)		# Students with Limited English Proficiency		---											
Program Address		Maximum Capacity		___		Age Range of Students		___ to ___ years old													
County of Program Location		Range of Stay		___ to ___ days		Average Length of Stay		___ days													
Lead Educator		Phone		NA		Fax		NA		E-mail		NA									
Facility Director		Phone		NA		Fax		NA		E-mail		NA									
School District DJJ Contact		Phone		NA		Fax		NA		E-mail		NA									
# Students at Time of QAR		___ Head Count		# Teacher Aides/Paraprofessionals		___ F/T		Student to Teacher Ratio		___:___ Average		Serves		Males		___ (#)		___ Yes ___ No			
		___ HSD/GED				___ P/T				___:___ Maximum				Females		___ (#)		___ Yes ___ No			
		___ School Registered																			
		___ DJJ																			
# Students in ESE Programs (by primary disability)		___ EH		___ MH		Assessment Testing		Name		Version		Reading		Writing/Lang Arts		Math					
		___ SED		___ SLD				___ STAR		___		___		___		___					
		___ SLI		___ OHI				___ TABE		___		___		___		___					
		___ Gifted		___ Other:				___ Woodcock-Johnson		___		___		___		___					
Total # of Students in ESE programs		___		___		___ WRAT		___		___		___		___		___					
		___		___		___ Other:		___		___		___		___		___					
		___		___		Vocational/Career		None		Life Skills/Social		None		Other		None					
		___		___																	
ESE Service Delivery Model		Self-Contained		<input type="checkbox"/>		Collaboration/Consultation		<input type="checkbox"/>		No ESE Services Provided		<input type="checkbox"/>		Ethnicity of Students		White Non-Hispanic (#)		Hispanic (all races) (#)		Other (#)	
		Resource		<input type="checkbox"/>		Inclusion		<input type="checkbox"/>								Black Non-Hispanic (#)		American Indian or Alaskan Native (#)		Total (#)	
																Asian or Pacific Islander (#)		Multiracial (#)			

SCORES					
DETENTION CENTER EDUCATIONAL INDICATORS	AVERAGE FOR STANDARD	PERFORMANCE INDICATOR 0 - 9	DETENTION CENTER EDUCATIONAL INDICATORS	AVERAGE FOR STANDARD	PERFORMANCE INDICATOR 0 - 9
Indicator 1: Transition Services			<i>The score for contract management indicator 7 does not affect the overall average score for the program. It reflects the responsibility of the local school district.</i> Indicator 7: School District Monitoring, Accountability, and Evaluation		
Indicator 2: Assessment and Planning					
Indicator 3: Curriculum and Instruction			<b>A targeted assistance report (TAR) for one or more indicators:</b> <input type="checkbox"/> is not required. <input type="checkbox"/> is required.		
Indicator 4: ESE and Related Services					
Indicator 5: Educational Personnel Qualifications and Professional Development					
Indicator 6: Learning Environment and Resources					
<b>OVERALL AVERAGE SCORE FOR PROGRAM</b>			<b>A corrective action plan (CAP), as required by Rule 6A-6.05281(10), FAC:</b> <input type="checkbox"/> is not required. <input type="checkbox"/> is required.		

# **APPENDIX F QA REVIEW TABLES**





















Table F-1: 2004 QA Review Scores for Each Indicator and Overall Mean Score for Detention Centers, Day Treatment and Residential Commitment Programs

Key:	1 Transition Services	4 Academic Curriculum & Instruction	7 Personnel Qualifications & Professional Development					10 Assessment & Planning							
	2 Testing Assessment	5 Employability & Technical Curriculum	8 Learning Environment & Resources					11 Curriculum & Instruction*							
	3 Student Planning	6 Special Education Services	9 School District Monitoring Accountability Evaluation					12 Student Attendance*							
Program Name	School District		1	2	3	4	5	6	7	8	9	10*	11*	12**	Mean
DETENTION															
Orange Detention Center	Orange	7	N/A	N/A	N/A	N/A	8	8	8	8	8	8	N/A	7.86	
Bay Detention Center	Bay	8	N/A	N/A	N/A	N/A	7	8	8	7	7	8	N/A	7.57	
Escambia Detention Center	Escambia	8	N/A	N/A	N/A	N/A	8	7	7	7	7	7	N/A	7.29	
Collier Detention Center	Collier	8	N/A	N/A	N/A	N/A	7	6	8	7	6	7	N/A	7.00	
Pasco Detention Center	Pasco	7	N/A	N/A	N/A	N/A	7	7	7	7	7	7	N/A	7.00	
StN/A Johns Detention Center	St Johns	7	N/A	N/A	N/A	N/A	7	7	7	7	7	7	N/A	7.00	
Okaloosa Detention Center	Okaloosa	7	N/A	N/A	N/A	N/A	7	6	7	6	7	7	N/A	6.71	
Osceola Detention Center	Osceola	6	N/A	N/A	N/A	N/A	7	7	7	7	5	7	N/A	6.57	
StN/A Lucie Detention Center	St Lucie	7	N/A	N/A	N/A	N/A	7	7	5	7	7	6	N/A	6.57	
Polk Detention Center	Polk	7	N/A	N/A	N/A	N/A	7	5	7	7	5	7	N/A	6.43	
Seminole Detention Center	Seminole	5	N/A	N/A	N/A	N/A	7	8	7	7	6	5	N/A	6.43	
Hillsborough Detention Center - West	Hillsborough	7	N/A	N/A	N/A	N/A	8	7	5	7	3	7	N/A	6.29	
Marion Detention Center	Marion	7	N/A	N/A	N/A	N/A	7	7	7	7	3	6	N/A	6.29	
Volusia Detention Center	Volusia	7	N/A	N/A	N/A	N/A	6	7	7	7	3	7	N/A	6.29	
Manatee Detention Center	Manatee	5	N/A	N/A	N/A	N/A	7	7	6	6	7	5	N/A	6.14	
Broward Detention Center	Broward	7	N/A	N/A	N/A	N/A	7	5	4	7	7	5	N/A	6.00	
Brevard Detention Center	Brevard	5	N/A	N/A	N/A	N/A	7	7	7	5	7	3	N/A	5.86	
Hillsborough Detention Center - East	Hillsborough	5	N/A	N/A	N/A	N/A	7	5	7	6	3	7	N/A	5.71	
Palm Beach Detention Center	Palm Beach	4	N/A	N/A	N/A	N/A	7	7	5	7	5	5	N/A	5.71	
Pinellas Detention Center	Pinellas	5	N/A	N/A	N/A	N/A	6	5	6	7	2	7	N/A	5.43	
Duval Detention Center	Duval	5	N/A	N/A	N/A	N/A	7	6	3	6	3	7	N/A	5.29	
Leon Detention Center	Leon	6	N/A	N/A	N/A	N/A	4	7	3	5	3	7	N/A	5.00	

Key:	1 Transition Services	4 Academic Curriculum & Instruction	7 Personnel Qualifications & Professional Development	10 Assessment & Planning
	2 Testing Assessment	5 Employability & Technical Curriculum	8 Learning Environment & Resources	11 Curriculum & Instruction*
	3 Student Planning	6 Special Education Services	9 School District Monitoring Accountability Evaluation	12 Student Attendance*

Program Name	School District		1	2	3	4	5	6	7	8	9	10*	11*	12**	Mean
Alachua Detention Center	Alachua	5	N/A	N/A	N/A	N/A	6	3	5	5	3	5	N/A		4.57
Dade Detention Center	Dade	5	N/A	N/A	N/A	N/A	7	7	3	2	5	2	N/A		4.43
Southwest Florida Detention Center	Lee	5	N/A	N/A	N/A	N/A	3	7	2	5	3	5	N/A		4.29
	<b>Mean Scores</b>	<b>7.00</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>7.14</b>	<b>6.93</b>	<b>6.93</b>	<b>7.00</b>	<b>5.79</b>	<b>6.86</b>	<b>N/A</b>		<b>6.81</b>

#### Day Treatment Programs

PACE Broward	Broward	8	3	8	6	7	8	5	7	7	N/A	N/A	8		8.90
PACE Pinellas	Pinellas	7	2	8	6	8	7	6	8	7	N/A	N/A	7		8.90
New Port Richey Marine Institute	Pasco	7	3	7	7	7	7	7	7	6	N/A	N/A	7		8.80
PACE Immokalee	Collier	5	5	4	6	7	7	6	8	6	N/A	N/A	8		8.40
PACE Marion	Marion	7	3	7	5	7	7	5	6	7	N/A	N/A	7		8.40
PACE Volusia-Flagler	Volusia	7	3	5	7	7	7	6	7	5	N/A	N/A	7		8.40
PACE Palm Beach	Palm Beach	7	2	7	7	7	7	5	6	5	N/A	N/A	7		8.30
Emerald Coast Marine Institute	Okaloosa	6	3	4	7	7	7	5	5	7	N/A	N/A	5		8.10
Pinellas Marine Institute	Pinellas	7	3	7	4	7	7	5	7	4	N/A	N/A	7		8.10
Boley Young Adult Program	Pinellas	6	2	5	6	7	7	5	6	6	N/A	N/A	6		8.00
Jacksonville Marine Institute - East	Duval	7	3	7	5	6	7	5	4	6	N/A	N/A	8		8.00
PACE Hillsborough	Hillsborough	6	2	5	5	5	8	5	7	7	N/A	N/A	7		8.00
PACE Leon	Leon	7	3	5	5	7	7	5	6	5	N/A	N/A	7		8.00
PACE Pasco	Pasco	6	4	5	5	7	7	5	6	4	N/A	N/A	7		7.90
PACE Duval	Duval	6	1	5	7	7	7	5	5	5	N/A	N/A	7		7.80
PACE Escambia	Escambia	7	1	4	5	7	7	5	5	7	N/A	N/A	6		7.80
PACE Orange	Orange	7	2	5	5	7	7	3	5	7	N/A	N/A	7		7.80
Dade Marine Institute - North	Dade	7	3	4	6	7	7	3	7	3	N/A	N/A	7		7.70
Dade Marine Institute - South	Dade	5	3	5	4	6	7	5	6	6	N/A	N/A	6		7.70

Key:	1 Transition Services	4 Academic Curriculum & Instruction	7 Personnel Qualifications & Professional Development	10 Assessment & Planning
	2 Testing Assessment	5 Employability & Technical Curriculum	8 Learning Environment & Resources	11 Curriculum & Instruction*
	3 Student Planning	6 Special Education Services	9 School District Monitoring Accountability Evaluation	12 Student Attendance*

Program Name	School District		1	2	3	4	5	6	7	8	9	10*	11*	12**	Mean
Escambia Bay Marine Institute	Escambia	7	3	5	5	5	7	5	4	6	N/A	N/A	7	7.70	
Silver River Marine Institute	Marion	6	3	3	4	7	6	4	6	7	N/A	N/A	7	7.60	
Tallahassee Marine Institute	Leon	7	3	4	4	7	7	5	4	5	N/A	N/A	7	7.60	
Tampa Marine Institute	Hillsborough	6	3	6	5	6	6	3	5	6	N/A	N/A	6	7.60	
PACE Alachua	Alachua	5	2	5	5	6	5	4	7	5	N/A	N/A	5	7.40	
PACE Manatee	Manatee	5	3	4	6	7	4	6	5	4	N/A	N/A	7	7.40	
Gulf Coast Marine Institute - North	Manatee	7	2	4	4	4	5	5	6	6	N/A	N/A	5	7.30	
Gainesville Wilderness Institute	Alachua	6	1	3	4	7	5	6	5	5	N/A	N/A	6	7.20	
Rainwater Center for Girls	Brevard	5	2	4	3	7	5	4	5	7	N/A	N/A	4	7.20	
PACE Polk	Polk	7	7	3	4	5	3	3	5	4	N/A	N/A	4	7.10	
PACE Dade	Dade	7	2	3	5	5	5	3	5	5	N/A	N/A	6	7.00	
PACE Lower Keys	Monroe	5	2	2	5	7	2	5	7	4	N/A	N/A	7	6.90	
PACE Upper Keys	Monroe	5	2	2	5	7	2	5	7	4	N/A	N/A	7	6.90	
Panama City Marine Institute	Bay	3	1	4	5	5	6	5	7	3	N/A	N/A	5	6.90	
Jacksonville Youth Center	Duval	4	4	4	6	4	2	5	5	4	N/A	N/A	7	6.80	
Gulf Coast Marine Institute - South	Sarasota	4	3	6	4	6	2	4	5	3	N/A	N/A	6	6.70	
Southwest Florida Marine Institute	Lee	5	3	4	4	5	2	4	5	5	N/A	N/A	5	6.70	
Palm Beach Marine Institute	Palm Beach	4	2	4	1	5	6	3	4	7	N/A	N/A	6	6.60	
PACE Treasure Coast (StN/A Lucie)	StN/A Lucie	7	1	2	4	4	4	5	4	3	N/A	N/A	7	6.40	
Orlando Marine Institute	Orange	4	2	4	4	2	3	4	2	3	N/A	N/A	4	5.80	
Central Florida Marine Institute	Polk	1	2	1	3	3	3	3	1	4	N/A	N/A	3	5.10	
	<b>Mean Scores</b>	<b>6.18</b>	<b>2.74</b>	<b>5.43</b>	<b>5.48</b>	<b>6.74</b>	<b>6.77</b>	<b>5.51</b>	<b>5.66</b>	<b>5.90</b>	<b>N/A</b>	<b>N/A</b>	<b>6.87</b>	<b>8.04</b>	

#### Residential Programs

Bay Boot Camp	Bay	7	7	7	7	7	7	7	8	7	N/A	N/A	N/A	7.11
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Key:	1 Transition Services	4 Academic Curriculum & Instruction	7 Personnel Qualifications & Professional Development	10 Assessment & Planning
	2 Testing Assessment	5 Employability & Technical Curriculum	8 Learning Environment & Resources	11 Curriculum & Instruction*
	3 Student Planning	6 Special Education Services	9 School District Monitoring Accountability Evaluation	12 Student Attendance*

Program Name	School District													Mean
		1	2	3	4	5	6	7	8	9	10*	11*	12**	
Dozier Training School for Boys	Washington 8	3	7	8	8	7	8	8	7	N/A	N/A	N/A	7.11	
Hillsborough Academy (IRT)	Hillsborough 7	3	7	8	7	8	9	7	7	N/A	N/A	N/A	7.00	
Jackson Juvenile Offender Correction Center	Washington 8	3	7	8	8	7	7	8	7	N/A	N/A	N/A	7.00	
Okaloosa Youth Academy	Okaloosa 7	3	7	8	8	7	7	8	8	N/A	N/A	N/A	7.00	
Polk Boot Camp	Polk 7	7	7	7	7	7	7	7	7	N/A	N/A	N/A	7.00	
Collier Drill Academy	Collier 6	7	6	7	7	7	6	8	8	N/A	N/A	N/A	6.89	
Lighthouse Care Center	Broward 7	3	7	8	7	8	7	8	7	N/A	N/A	N/A	6.89	
Okaloosa Youth Development Center	Okaloosa 7	5	7	7	7	7	6	8	8	N/A	N/A	N/A	6.89	
Pensacola Boys Base	Escambia 7	3	7	8	9	7	8	8	5	N/A	N/A	N/A	6.89	
Pinellas Boot Camp	Pinellas 8	2	8	8	8	8	7	8	5	N/A	N/A	N/A	6.89	
Youth Environmental Services	Hillsborough 7	3	7	7	8	8	5	8	8	N/A	N/A	N/A	6.78	
Avon Park Youth Academy	Polk 7	6	7	5	8	6	6	8	7	N/A	N/A	N/A	6.67	
Bowling Green Youth Academy	Hardee 7	3	8	7	8	7	6	7	6	N/A	N/A	N/A	6.56	
Camp E-Nini-Hassee	Pinellas 7	6	7	7	7	6	6	8	5	N/A	N/A	N/A	6.56	
LEAF Group Treatment Home	Broward 7	3	7	7	7	7	7	6	8	N/A	N/A	N/A	6.56	
Adolescent Substance Abuse Program	Okaloosa 7	3	7	7	7	7	6	7	7	N/A	N/A	N/A	6.44	
Live Oak Academy	Polk 7	3	6	7	7	7	7	7	7	N/A	N/A	N/A	6.44	
Union Juvenile Residential Facility	Union 8	3	6	7	7	8	5	7	7	N/A	N/A	N/A	6.44	
Vernon Place	Washington 7	8	7	6	6	7	7	3	7	N/A	N/A	N/A	6.44	
Brevard Halfway House (Francis SN/A Walker)	Brevard 7	3	4	8	7	7	7	7	7	N/A	N/A	N/A	6.33	
Jonathan Dickinson STOP Camp	Martin 7	2	7	7	7	7	7	7	6	N/A	N/A	N/A	6.33	
Walton Learning Center	Walton 7	6	5	7	7	7	5	6	7	N/A	N/A	N/A	6.33	
Space Coast Marine Institute	Brevard 7	3	6	7	5	7	6	8	7	N/A	N/A	N/A	6.22	
Three Springs of Daytona	Volusia 7	5	5	8	5	6	7	7	6	N/A	N/A	N/A	6.22	
Bristol Youth Academy	Liberty 7	2	6	5	7	7	7	7	7	N/A	N/A	N/A	6.11	

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Program Name	School District														Mean
			1	2	3	4	5	6	7	8	9	10*	11*	12**	
Cypress Creek Academy	Citrus	8	2	7	5	7	8	6	5	7	N/A	N/A	N/A	6.11	
Falkenburg Academy	Hillsborough	5	2	5	7	7	8	7	7	7	N/A	N/A	N/A	6.11	
Gulf Coast Youth Academy	Okaloosa	6	3	7	7	7	7	3	8	7	N/A	N/A	N/A	6.11	
West Florida Wilderness Institute	Holmes	7	7	7	5	6	7	5	5	6	N/A	N/A	N/A	6.11	
Britt Halfway House	Pinellas	7	2	5	7	7	7	7	7	5	N/A	N/A	N/A	6.00	
Escambia River Outward Bound	Escambia	6	3	5	7	7	7	5	7	7	N/A	N/A	N/A	6.00	
Florida Youth Academy - Moderate Risk	Pinellas	7	1	5	5	7	8	7	7	7	N/A	N/A	N/A	6.00	
Florida Youth Academy Low Risk	Pinellas	7	1	5	5	7	8	7	7	7	N/A	N/A	N/A	6.00	
Gulf and Lake Academy	Pasco	6	7	5	7	7	7	7	3	5	N/A	N/A	N/A	6.00	
Milton Girls Juvenile Facility	Okaloosa	7	3	7	6	6	7	5	6	7	N/A	N/A	N/A	6.00	
Seminole Work and Learn	Leon	7	2	7	6	6	7	6	7	6	N/A	N/A	N/A	6.00	
STEP North (Nassau)	Nassau	7	3	8	7	6	5	5	8	5	N/A	N/A	N/A	6.00	
Walton Learning Center IHH	Walton	7	3	5	7	7	7	5	6	7	N/A	N/A	N/A	6.00	
Camp E-Ma-Chamee	Pinellas	7	5	4	6	6	7	6	5	7	N/A	N/A	N/A	5.89	
Eckerd Youth Academy	Pinellas	7	5	6	7	7	5	5	5	6	N/A	N/A	N/A	5.89	
Forestry Youth Academy	Levy	7	2	4	7	8	7	7	4	7	N/A	N/A	N/A	5.89	
Marion Juvenile Correctional Facility	Marion	6	4	5	5	5	7	6	8	7	N/A	N/A	N/A	5.89	
Martin County Boot Camp (JOTC)	Martin	7	3	5	5	7	7	6	6	7	N/A	N/A	N/A	5.89	
Polk Halfway House	Polk	7	6	5	5	7	7	5	5	6	N/A	N/A	N/A	5.89	
Stewart Marchman Oaks (Terrance and Lee Hall)	Volusia	5	5	4	7	5	7	6	7	7	N/A	N/A	N/A	5.89	
Stewart Marchman Pines Halfway House	Volusia	5	5	4	7	5	7	6	7	7	N/A	N/A	N/A	5.89	
Broward Intensive Halfway House	Broward	6	3	3	7	5	7	7	7	7	N/A	N/A	N/A	5.78	
Florida Youth Academy - High Risk	Pinellas	7	2	4	5	7	8	7	5	7	N/A	N/A	N/A	5.78	
Liberty Wilderness Crossroads Camp	Liberty	8	2	7	5	8	6	4	7	5	N/A	N/A	N/A	5.78	
Hastings Youth Academy	StN/A Johns	7	5	7	5	4	7	6	5	5	N/A	N/A	N/A	5.67	

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Program Name	School District		1	2	3	4	5	6	7	8	9	10*	11*	12**	Mean
South Pines Academy	Broward	7	3	7	6	5	7	5	4	7	N/A	N/A	N/A	5.67	
Bay HOPE	Bay	7	3	3	7	7	7	7	6	3	N/A	N/A	N/A	5.56	
Brevard Group Treatment Home	Brevard	5	3	4	5	7	6	7	6	7	N/A	N/A	N/A	5.56	
Eckerd Intensive Halfway House	Pinellas	8	8	7	5	5	5	3	4	5	N/A	N/A	N/A	5.56	
Eckerd Youth Challenge	Pinellas	6	4	7	7	5	4	5	7	5	N/A	N/A	N/A	5.56	
Orange Halfway House	Orange	7	3	6	5	5	5	7	7	5	N/A	N/A	N/A	5.56	
Wilson Youth Academy	Pasco	7	3	3	5	4	7	7	7	7	N/A	N/A	N/A	5.56	
Dina Thompson Academy (Cannon Point)	Broward	6	6	4	5	5	7	5	4	7	N/A	N/A	N/A	5.44	
Elaine Gordon Sexual Offender Program	Broward	5	5	5	7	5	7	6	2	7	N/A	N/A	N/A	5.44	
Manatee Boot Camp	Manatee	5	3	5	5	7	5	6	7	6	N/A	N/A	N/A	5.44	
Mandala Adolescent Treatment Center	Pasco	6	3	3	5	5	7	7	6	7	N/A	N/A	N/A	5.44	
Peace River Outward Bound	DeSoto	6	3	4	7	6	6	5	7	5	N/A	N/A	N/A	5.44	
Polk Achievement Center (Bartow Youth Training Center)	Polk	7	3	6	6	6	4	5	5	7	N/A	N/A	N/A	5.44	
SAGO PALM - Pahokee Youth Development Center	Palm Beach	4	5	5	5	7	7	4	5	7	N/A	N/A	N/A	5.44	
Camp E-Kel-Etu	Pinellas	6	3	5	4	7	5	6	7	5	N/A	N/A	N/A	5.33	
Camp E-Tu-Makee	Pinellas	8	5	5	5	6	5	3	5	6	N/A	N/A	N/A	5.33	
Eckerd Youth Development Center (OkcN/A Boys School)	Washington	5	2	4	5	7	6	5	7	7	N/A	N/A	N/A	5.33	
Kissimmee Juvenile Correctional Facility (Three Springs)	Osceola	4	3	5	7	4	7	6	5	7	N/A	N/A	N/A	5.33	
Impact Halfway House	Duval	7	2	5	4	7	7	7	4	4	N/A	N/A	N/A	5.22	
Nassau Halfway House	Nassau	7	3	3	5	7	6	7	5	4	N/A	N/A	N/A	5.22	
Big Cypress Wilderness Institute	Collier	7	4	5	4	5	7	5	5	4	N/A	N/A	N/A	5.11	
Leslie Peters Halfway House	Hillsborough	5	1	5	5	7	7	6	4	6	N/A	N/A	N/A	5.11	
Okeechobee Redirection Camp	Okeechobee	7	7	3	3	5	4	7	7	3	N/A	N/A	N/A	5.11	
Everglades Youth Development Center	Dade	5	3	5	6	5	7	7	5	2	N/A	N/A	N/A	5.00	
GOALS	Seminole	7	1	3	7	5	7	5	5	5	N/A	N/A	N/A	5.00	

Key:	1 Transition Services	4 Academic Curriculum & Instruction	7 Personnel Qualifications & Professional Development	10 Assessment & Planning
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Program Name	School District	1	2	3	4	5	6	7	8	9	10*	11*	12**	Mean
Riverside Academy	Hillsborough 5	3	5	7	5	3	5	6	6	N/A	N/A	N/A	5.00	
Volusia Halfway House	Volusia 4	5	3	5	4	7	7	5	5	N/A	N/A	N/A	5.00	
First Step II Halfway House	Orange 7	3	5	4	5	5	5	5	5	N/A	N/A	N/A	4.89	
Kingsley Center - 6 & 8 Combined	DeSoto 6	3	4	7	7	4	6	4	3	N/A	N/A	N/A	4.89	
Manatee Omega	Manatee 6	1	5	7	7	5	5	5	3	N/A	N/A	N/A	4.89	
Grove Unique Youth Services (Excel Alternatives-Guys)	Seminole 5	1	2	7	5	7	6	5	5	N/A	N/A	N/A	4.78	
South Florida Halfway House	Palm Beach 3	2	4	5	5	7	7	4	6	N/A	N/A	N/A	4.78	
Desoto Correctional Facility	DeSoto 3	7	5	5	2	6	5	6	3	N/A	N/A	N/A	4.67	
Desoto Dual Diagnosis Facility	DeSoto 3	3	6	4	5	6	5	7	3	N/A	N/A	N/A	4.67	
Adolescent Therapeutic Center Serious Habitual Offender Program	Orange 6	3	5	4	5	5	7	1	5	N/A	N/A	N/A	4.56	
Columbus Residential Facility	Hillsborough 5	2	4	3	4	7	4	5	7	N/A	N/A	N/A	4.56	
Florida City Youth Center	Dade 5	2	5	3	5	7	7	5	2	N/A	N/A	N/A	4.56	
Adolescent Therapeutic Center Dual Diagnosis	Orange 4	2	6	5	6	5	6	2	4	N/A	N/A	N/A	4.44	
Duval Halfway House	Duval 5	2	4	7	5	4	7	3	3	N/A	N/A	N/A	4.44	
StN/A Johns Juvenile Residential Facility	StN/A Johns 5	4	5	4	4	7	5	1	5	N/A	N/A	N/A	4.44	
Vision Quest Okeechobee - Blue Water Full Circle Camp	Okeechobee 4	5	5	4	6	5	4	5	2	N/A	N/A	N/A	4.44	
Bay Point Schools - Main (West/Kennedy)	Dade 7	3	3	5	3	6	5	2	5	N/A	N/A	N/A	4.33	
Monticello New Life Center	Jefferson 5	2	5	5	5	5	5	5	2	N/A	N/A	N/A	4.33	
Adolescent Residential Campus (Combined)	Osceola 3	1	3	7	7	4	5	4	4	N/A	N/A	N/A	4.22	
Adolescent Therapeutic Center Moderate Risk (for boys)	Orange 5	3	5	4	5	5	6	1	4	N/A	N/A	N/A	4.22	
Manatee Youth Academy	Manatee 5	2	5	6	7	2	4	4	3	N/A	N/A	N/A	4.22	
Marion Youth Development Center	Marion 5	2	2	7	7	4	5	2	4	N/A	N/A	N/A	4.22	
MATS Halfway House and Sex Offender Program	Manatee 2	2	2	7	7	3	7	5	3	N/A	N/A	N/A	4.22	
Price Halfway House	Lee 4	2	5	5	6	3	5	5	3	N/A	N/A	N/A	4.22	

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Program Name	School District														Mean
			1	2	3	4	5	6	7	8	9	10*	11*	12**	
Adolescent Therapeutic Center for Girls	Orange	4	3	5	4	4	5	7	1	4	N/A	N/A	N/A	4.11	
First Step Adolescent Service (Alachua Halfway House)	Alachua	4	1	2	3	5	6	7	5	4	N/A	N/A	N/A	4.11	
Florida Environmental Institute	Glades	4	3	5	3	6	6	4	4	2	N/A	N/A	N/A	4.11	
Florida Institute for Girls	Palm Beach	3	5	3	4	3	7	6	1	5	N/A	N/A	N/A	4.11	
Okeechobee Juvenile Offender Correction Center	Okeechobee	4	5	2	4	7	3	7	2	3	N/A	N/A	N/A	4.11	
Santa Rosa Residential Facility	Santa Rosa	5	2	2	4	4	6	4	5	5	N/A	N/A	N/A	4.11	
Vision Quest Okeechobee - Warrington School	Okeechobee	4	3	5	4	6	5	4	4	2	N/A	N/A	N/A	4.11	
Bay Point Schools - North	Dade	1	3	2	5	7	7	4	5	2	N/A	N/A	N/A	4.00	
Blackwater STOP Camp	Santa Rosa	4	2	2	4	4	6	4	5	5	N/A	N/A	N/A	4.00	
Greenville Hills Academy	Madison	4	2	1	4	7	3	5	5	3	N/A	N/A	N/A	3.78	
Sarasota YMCA Character House	Sarasota	5	2	2	4	5	5	4	3	4	N/A	N/A	N/A	3.78	
Withlacoochee Juvenile Residential Facility	Hernando	4	0	5	5	4	3	4	5	3	N/A	N/A	N/A	3.67	
JoAnn Bridges Academy	Madison	4	1	4	4	5	2	5	4	3	N/A	N/A	N/A	3.56	
Panther Success Center	Hamilton	2	2	6	3	4	3	7	3	2	N/A	N/A	N/A	3.56	
Sabal Palm School (Polk YDC)	Polk	4	2	5	4	5	2	3	2	5	N/A	N/A	N/A	3.56	
San Antonio Boys Village	Pasco	3	2	1	4	4	5	5	4	4	N/A	N/A	N/A	3.56	
WINGS (Women in Need of Greater Strength)	Dade	5	2	4	3	1	3	4	4	2	N/A	N/A	N/A	3.11	
Bay Point - Kendall (Miami Halfway House)	Dade	3	2	3	5	3	2	2	4	3	N/A	N/A	N/A	3.00	
Southern Glades Youth Academy	Dade	4	2	3	4	1	4	4	1	3	N/A	N/A	N/A	2.89	
First Step Four Adolescent Services	Seminole	3	0	4	3	1	3	4	2	3	N/A	N/A	N/A	2.56	
Alligator Creek STOP Camp	Bradford	1	1	1	1	3	0	4	1	1	N/A	N/A	N/A	1.44	
Tiger Success Center	Duval	1	1	1	1	0	1	1	1	1	N/A	N/A	N/A	0.89	
	<b>Mean Scores</b>	<b>6.29</b>	<b>3.32</b>	<b>5.28</b>	<b>5.82</b>	<b>6.35</b>	<b>6.27</b>	<b>5.56</b>	<b>5.95</b>	<b>5.98</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>5.65</b>	

\*Detention Only \*\*Day Treatment Only  
N/A Not Applicable



Table F-2: 2004 QA Review Scores for each QA Standard and Overall Mean Scores for Programs by Security Level

Security Level	Program Name	School District	Standard				Mean
			1	2	3	4	
<b>Detention Secure</b>	Orange Detention Center	Orange	7.50	8.00	8.00	8.00	7.83
	Bay Detention Center	Bay	7.50	7.50	8.00	7.00	7.67
	Escambia Detention Center	Escambia	7.50	7.50	7.00	7.00	7.33
	Collier Detention Center	Collier	7.00	7.00	7.00	7.00	7.00
	Pasco Detention Center	Pasco	7.00	7.00	7.00	7.00	7.00
	St. Johns Detention Center	St. Johns	7.00	7.00	7.00	7.00	7.00
	Okaloosa Detention Center	Okaloosa	7.00	7.00	6.50	6.00	6.83
	Osceola Detention Center	Osceola	5.50	7.00	7.00	7.00	6.50
	St. Lucie Detention Center	St. Lucie	7.00	6.50	6.00	7.00	6.50
	Polk Detention Center	Polk	6.00	7.00	6.00	7.00	6.33
	Seminole Detention Center	Seminole	5.50	6.00	7.50	7.00	6.33
	Hillsborough Detention Center - West	Hillsborough	5.00	7.50	6.00	7.00	6.17
	Marion Detention Center	Marion	5.00	6.50	7.00	7.00	6.17
	Volusia Detention Center	Volusia	5.00	6.50	7.00	7.00	6.17
	Manatee Detention Center	Manatee	6.00	6.00	6.50	6.00	6.16
	Brevard Detention Center	Brevard	6.00	5.00	7.00	5.00	6.00
	Broward Detention Center	Broward	7.00	6.00	4.50	7.00	5.83
	Hillsborough Detention Center - East	Hillsborough	4.00	7.00	6.00	6.00	5.67
	Palm Beach Detention Center	Palm Beach	4.50	6.00	6.00	7.00	5.50
	Duval Detention Center	Duval	4.00	7.00	4.50	6.00	5.17
Pinellas Detention Center	Pinellas	3.50	6.50	5.50	7.00	5.17	
Leon Detention Center	Leon	4.50	5.50	5.00	5.00	5.00	
Dade Detention Center	Dade	5.00	4.50	5.00	2.00	4.83	
Alachua Detention Center	Alachua	4.00	5.50	4.00	5.00	4.50	
Southwest Florida Detention Center	Lee	4.00	4.00	4.50	5.00	4.17	
		<b>Mean Scores</b>	<b>5.68</b>	<b>6.44</b>	<b>6.22</b>	<b>6.36</b>	<b>6.11</b>
<b>Prevention</b>	PACE Broward	Broward	6.33	7.00	6.67	7.00	6.67
	PACE Pinellas	Pinellas	5.67	7.00	7.00	7.00	6.56
	PACE Immokalee	Collier	4.67	6.67	7.33	6.00	6.22
	PACE Volusia-Flagler	Volusia	5.00	7.00	6.67	5.00	6.22
	PACE Palm Beach	Palm Beach	5.33	7.00	6.00	5.00	6.11
	PACE Marion	Marion	5.67	6.33	6.33	7.00	6.00
	PACE Pasco	Pasco	5.00	6.33	6.00	4.00	5.78
	PACE Leon	Leon	5.00	6.33	6.00	5.00	5.77
	PACE Duval	Duval	4.00	7.00	5.67	5.00	5.56
	PACE Hillsborough	Hillsborough	4.33	6.00	6.33	7.00	5.56
	PACE Escambia	Escambia	4.00	6.33	5.33	7.00	5.33
	PACE Orange	Orange	4.67	6.33	4.33	7.00	5.33
	PACE Manatee	Manatee	4.00	5.67	6.00	4.00	5.22
	PACE Alachua	Alachua	4.00	5.33	5.33	5.00	4.89
	PACE Lower Keys	Monroe	3.00	4.67	6.33	4.00	4.67
	PACE Upper Keys	Monroe	3.00	4.67	6.33	4.00	4.67
PACE Dade	Dade	4.00	5.00	4.66	5.00	4.56	

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	PACE Polk	Polk	5.67	4.00	4.00	4.00	4.56
	PACE Treasure Coast (St. Lucie)	St. Lucie	3.33	4.00	5.33	3.00	4.22
	Central Florida Marine Institute	Polk	1.33	3.00	2.33	4.00	2.22
		<b>Mean Scores</b>	<b>4.40</b>	<b>5.78</b>	<b>5.70</b>	<b>5.25</b>	<b>5.31</b>
<b>Intensive Probation</b>	Dade Marine Institute - North	Dade	4.67	6.67	5.67	3.00	5.67
	Tallahassee Marine Institute	Leon	4.67	6.00	5.33	5.00	5.33
	Gulf Coast Marine Institute - North	Manatee	4.33	4.33	5.33	6.00	4.66
	Gulf Coast Marine Institute - South	Sarasota	4.33	4.00	5.00	3.00	4.44
	Rainwater Center for Girls	Brevard	3.67	5.00	4.13	7.00	4.33
		<b>Mean Scores</b>	<b>4.33</b>	<b>5.20</b>	<b>5.09</b>	<b>4.80</b>	<b>4.89</b>
<b>Conditional Release</b>	Forestry Youth Academy	Levy	4.33	7.33	5.50	7.00	5.75
	Boley Young Adult Program	Pinellas	4.33	6.66	5.66	6.00	5.22
		<b>Mean Scores</b>	<b>4.33</b>	<b>7.00</b>	<b>5.58</b>	<b>6.50</b>	<b>5.49</b>
<b>Mixed Intensive Probation and Conditional Release</b>	New Port Richey Marine Institute	Pasco	5.67	7.00	7.00	6.00	6.56
	Pinellas Marine Institute	Pinellas	5.67	6.00	6.33	4.00	6.00
	Jacksonville Marine Institute - East	Duval	5.67	6.00	5.67	6.00	5.77
	Emerald Coast Marine Institute	Okaloosa	4.33	7.00	5.00	7.00	5.44
	Escambia Bay Marine Institute	Escambia	5.00	5.67	5.33	6.00	5.33
	Dade Marine Institute - South	Dade	4.33	5.67	5.67	6.00	5.22
	Silver River Marine Institute	Marion	4.00	5.67	5.67	7.00	5.11
	Tampa Marine Institute	Hillsborough	5.00	5.67	4.67	6.00	5.11
	Gainesville Wilderness Institute	Alachua	3.33	5.33	5.67	5.00	4.78
	Panama City Marine Institute	Bay	2.67	5.33	5.67	3.00	4.56
	Southwest Florida Marine Institute	Lee	4.00	3.67	4.67	5.00	4.11
	Palm Beach Marine Institute	Palm Beach	3.33	4.00	4.33	7.00	3.89
	Orlando Marine Institute	Orange	3.33	3.00	3.33	3.00	3.22
	Florida Ocean Science Institute	Broward	3.00	2.67	3.33	3.00	3.00
		<b>Mean Scores</b>	<b>4.24</b>	<b>5.19</b>	<b>5.17</b>	<b>5.29</b>	<b>4.86</b>
<b>Low Risk</b>	Jonathan Dickinson STOP Camp	Martin	5.33	7.00	7.00	6.00	6.38
	LEAF Group Treatment Home	Broward	5.67	7.00	6.50	8.00	6.38
	STEP North (Nassau)	Nassau	6.00	6.00	6.50	5.00	6.13
	Eckerd Youth Academy	Pinellas	6.00	6.33	5.00	6.00	5.88
	Escambia River Outward Bound	Escambia	4.67	7.00	6.00	7.00	5.88
	Florida Youth Academy Low Risk	Pinellas	4.33	6.67	7.00	7.00	5.88
	Peace River Outward Bound	DeSoto	4.33	6.33	6.00	5.00	5.50
	Brevard Group Treatment Home	Brevard	4.00	6.00	6.50	7.00	5.38
	Vision Quest Okeechobee - Warrington School	Okeechobee	4.00	5.00	4.00	2.00	4.25
	Blackwater STOP Camp	Santa Rosa	2.67	4.67	4.50	5.00	3.88
	Withlacoochee Juvenile Residential Facility	Hernando	3.00	4.00	4.50	3.00	3.75
	First Step Four Adolescent Services	Seminole	2.33	2.33	3.00	3.00	2.50
	Alligator Creek STOP Camp	Bradford	1.00	1.33	2.50	1.00	1.50
		<b>Mean Scores</b>	<b>4.10</b>	<b>5.36</b>	<b>5.31</b>	<b>5.00</b>	<b>4.87</b>
<b>Mixed - Mod &amp; Low</b>	South Pines Academy	Broward	5.67	6.00	4.50	7.00	5.50
<b>Moderate Risk</b>	Bay Boot Camp	Bay	7.00	7.00	7.50	7.00	7.13



Pensacola Boys Base	Escambia	5.67	8.00	8.00	5.00	7.13
Pinellas Boot Camp	Pinellas	6.00	8.00	7.50	5.00	7.13
Polk Boot Camp	Polk	7.00	7.00	7.00	7.00	7.00
Lighthouse Care Center	Broward	5.67	7.67	7.50	7.00	6.95
Okaloosa Youth Academy	Okaloosa	5.67	7.67	7.50	8.00	6.88
Camp E-Nini-Hassee	Pinellas	6.67	6.67	7.00	5.00	6.75
Collier Drill Academy	Collier	6.33	7.00	7.00	8.00	6.75
Avon Park Youth Academy	Polk	6.67	6.33	7.00	7.00	6.63
Bowling Green Youth Academy	Hardee	6.00	7.33	6.50	6.00	6.63
Youth Environmental Services	Hillsborough	5.67	7.67	6.50	8.00	6.63
Adolescent Substance Abuse Program	Okaloosa	5.67	7.00	6.50	7.00	6.38
Live Oak Academy	Polk	5.33	7.00	7.00	7.00	6.38
Union Juvenile Residential Facility	Union	5.67	7.33	6.00	7.00	6.38
Brevard Halfway House (Francis S. Walker)	Brevard	4.67	7.33	7.00	7.00	6.25
Britt Halfway House	Pinellas	4.67	7.00	7.00	5.00	6.13
Gulf and Lake Academy	Pasco	6.00	7.00	5.00	5.00	6.13
Space Coast Marine Institute	Brevard	5.33	6.33	7.00	7.00	6.13
West Florida Wilderness Institute	Holmes	7.00	6.00	5.00	6.00	6.13
Bristol Youth Academy	Liberty	5.00	6.33	7.00	7.00	6.00
Falkenburg Academy	Hillsborough	4.00	7.33	7.00	7.00	6.00
Gulf Coast Youth Academy	Okaloosa	5.33	7.00	5.50	7.00	6.00
Seminole Work and Learn	Leon	5.33	6.33	6.50	6.00	6.00
Bay HOPE	Bay	4.33	7.00	6.50	3.00	5.88
Florida Youth Academy - Moderate Risk	Pinellas	4.33	6.67	7.00	7.00	5.88
Liberty Wilderness Crossroads Camp	Liberty	5.67	6.33	5.50	5.00	5.88
Polk Halfway House	Polk	6.00	6.33	5.00	6.00	5.88
Milton Girls Juvenile Facility	Okaloosa	5.67	6.33	5.50	7.00	5.83
Camp E-Ma-Chamee	Pinellas	5.33	6.33	5.50	7.00	5.75
Martin County Boot Camp (JOTC)	Martin	5.00	6.33	6.00	7.00	5.75
Stewart Marchman Oaks (Terrance and Lee Hall)	Volusia	4.67	6.33	6.50	7.00	5.75
Stewart Marchman Pines Halfway House	Volusia	4.67	6.33	6.50	7.00	5.75
Eckerd Intensive Halfway House	Pinellas	7.67	5.00	3.50	5.00	5.63
Eckerd Youth Challenge	Pinellas	5.67	5.33	6.00	5.00	5.63
Camp E-Kel-Etu	Pinellas	4.67	5.33	6.50	5.00	5.38
Impact Halfway House	Duval	4.67	6.00	5.50	4.00	5.38
Manatee Boot Camp	Manatee	4.33	5.66	6.50	6.00	5.38
Nassau Halfway House	Nassau	4.33	6.00	6.00	4.00	5.38
Okeechobee Redirection Camp	Okeechobee	5.67	4.00	7.00	3.00	5.38
Wilson Youth Academy	Pasco	4.33	5.33	7.00	7.00	5.38
Big Cypress Wilderness Institute	Collier	5.33	5.33	5.00	4.00	5.25
Camp E-Tu-Makee	Pinellas	6.00	5.33	4.00	6.00	5.25
Dina Thompson Academy (Cannon Point)	Broward	5.33	5.67	4.50	7.00	5.25
Mandala Adolescent Treatment Center	Pasco	4.00	5.67	6.50	7.00	5.25
Kingsley Center - 6 & 8 Combined	DeSoto	4.33	6.00	5.00	3.00	5.13
GOALS	Seminole	3.67	6.33	5.00	5.00	5.00
Leslie Peters Halfway House	Hillsborough	3.67	6.33	5.00	6.00	5.00
Volusia Halfway House	Volusia	4.00	5.33	6.00	5.00	5.00

	First Step II Halfway House	Orange	5.00	4.67	5.00	5.00	4.88
	Florida City Youth Center	Dade	4.00	5.00	6.00	2.00	4.88
	Riverside Academy	Hillsborough	4.33	5.00	5.50	6.00	4.88
	Grove Unique Youth Services (Excel Alternatives - Guys)	Seminole	2.67	6.33	5.50	5.00	4.75
	Vision Quest Okeechobee - Blue Water Full Circle Camp	Okeechobee	4.67	5.00	4.00	2.00	4.75
	Duval Halfway House	Duval	3.67	5.33	5.00	3.00	4.63
	South Florida Halfway House	Palm Beach	3.00	5.67	5.50	6.00	4.63
	Adolescent Therapeutic Center Dual Diagnosis	Orange	4.00	5.33	4.00	4.00	4.50
	Florida Environmental Institute	Glades	4.00	5.00	4.00	2.00	4.38
	Price Halfway House	Lee	3.67	4.67	5.00	3.00	4.38
	St. Johns Juvenile Residential Facility	St. Johns	4.67	5.00	3.00	5.00	4.38
	Adolescent Therapeutic Center Moderate Risk (for boys)	Orange	4.33	4.67	3.50	4.00	4.25
	Bay Point Schools - Main (West/Kennedy)	Dade	4.33	4.67	3.50	5.00	4.25
	Bay Point Schools - North	Dade	2.00	6.33	4.50	2.00	4.25
	Columbus Residential Facility	Hillsborough	3.67	4.67	4.50	7.00	4.25
	Marion Youth Development Center	Marion	3.00	6.00	3.50	4.00	4.25
	First Step Adolescent Service (Alachua Halfway House)	Alachua	2.33	4.67	6.00	4.00	4.13
	Adolescent Therapeutic Center for Girls	Orange	4.00	4.33	4.00	4.00	4.12
	Santa Rosa Residential Facility	Santa Rosa	3.00	4.67	4.50	5.00	4.00
	Greenville Hills Academy	Madison	2.33	4.67	5.00	3.00	3.88
	Panther Success Center	Hamilton	3.33	3.33	5.00	2.00	3.75
	Sarasota YMCA Character House	Sarasota	3.00	4.67	3.50	4.00	3.75
	JoAnn Bridges Academy	Madison	3.00	3.67	4.50	3.00	3.63
	San Antonio Boys Village	Pasco	2.00	4.33	4.50	4.00	3.50
	WINGS (Women in Need of Greater Strength)	Dade	3.67	2.33	4.00	2.00	3.25
	Bay Point - Kendall (Miami Halfway House)	Dade	2.67	3.33	3.00	3.00	3.00
	Southern Glades Youth Academy	Dade	3.00	3.00	2.50	3.00	2.90
		<b>Mean Scores</b>	<b>4.65</b>	<b>5.80</b>	<b>5.56</b>	<b>5.21</b>	<b>5.32</b>
<b>Mixed - Mod &amp; High</b>	Okaloosa Youth Development Center	Okaloosa	6.33	7.00	7.00	8.00	6.75
	Hastings Youth Academy	St. Johns	6.33	5.33	5.55	5.00	5.74
	Desoto Correctional Facility	DeSoto	5.00	4.33	5.50	3.00	4.94
	MATS Halfway House and Sex Offender Program	Manatee	2.00	5.67	6.00	3.00	4.38
	Adolescent Residential Campus (Combined)	Osceola	2.33	6.00	4.50	4.00	4.25
		<b>Mean Scores</b>	<b>4.40</b>	<b>5.67</b>	<b>5.71</b>	<b>4.60</b>	<b>5.21</b>
<b>High Risk</b>	Dozier Training School for Boys	Washington	6.00	7.67	8.00	7.00	7.13
	Hillsborough Academy (IRT)	Hillsborough	5.66	7.67	8.00	7.00	7.00
	Jackson Juvenile Offender Correction Center	Washington	6.00	7.67	7.50	7.00	7.00
	Vernon Place	Washington	7.33	6.33	5.00	7.00	6.38
	Three Springs of Daytona	Volusia	5.67	6.33	7.00	6.00	6.25
	Walton Learning Center	Walton	6.00	7.00	5.50	7.00	6.25
	Walton Learning Center IHH	Walton	5.00	7.00	5.50	7.00	5.88
	Marion Juvenile Correctional Facility	Marion	5.33	5.67	7.00	7.00	5.75
	Broward Intensive Halfway House	Broward	4.00	6.33	7.00	7.00	5.63
	Florida Youth Academy - High Risk	Pinellas	4.33	6.67	6.00	7.00	5.63
	Orange Halfway House	Orange	5.33	5.00	7.00	5.00	5.63

	Everglades Youth Development Center	Dade	4.33	6.00	6.00	2.00	5.38
	Elaine Gordon Sexual Offender Program	Broward	5.00	6.33	4.00	7.00	5.25
	Polk Achievement Center (Bartow Youth Training Center)	Polk	5.33	5.33	5.00	7.00	5.25
	SAGO PALM - Pahokee Youth Development Center	Palm Beach	4.67	6.33	4.50	7.00	5.25
	Kissimmee Juvenile Correctional Facility (Three Springs)	Osceola	4.00	6.00	5.50	7.00	5.17
	Eckerd Youth Development Center (Okc. Boys School)	Washington	3.67	6.00	6.00	7.00	5.13
	Desoto Dual Diagnosis Facility	DeSoto	4.00	5.00	6.00	3.00	4.89
	Monticello New Life Center	Jefferson	4.00	5.00	5.00	2.00	4.63
	Adolescent Therapeutic Center Serious Habitual Offender Program	Orange	4.67	4.67	4.00	5.00	4.50
	Manatee Youth Academy	Manatee	4.00	5.00	4.00	3.00	4.38
	Florida Institute for Girls	Palm Beach	3.67	4.67	3.50	5.00	4.00
	Sabal Palm School (Polk YDC)	Polk	3.67	3.67	2.50	5.00	3.40
	Tiger Success Center	Duval	1.00	0.67	1.00	1.00	0.88
		<b>Mean Scores</b>	<b>4.69</b>	<b>5.75</b>	<b>5.44</b>	<b>5.63</b>	<b>5.28</b>
<b>Mixed - High &amp; Max</b>	Cypress Creek Academy	Citrus	5.67	6.67	5.50	7.00	6.00
<b>Maximum Risk</b>	Manatee Omega	Manatee	4.00	6.33	5.00	3.00	5.13
<b>Maximum Risk</b>	Okeechobee Juvenile Offender Correction Center	Okeechobee	3.67	4.67	4.50	3.00	4.25
		<b>Mean Scores</b>	<b>3.84</b>	<b>5.50</b>	<b>4.75</b>	<b>3.00</b>	<b>4.69</b>
<b>Day Treatment-Sex Offender Program</b>	Jacksonville Youth Center	Duval	4.00	4.00	5.67	4.00	4.56

Table F-3: 2004 Mean QA Review Scores for each QA Standard and Overall Mean Scores for Programs by Supervising School District

School District	Program Name	Security Level	Standard				Mean
			1	2	3	4	
Alachua	PACE Alachua	Prevention	4.00	5.33	5.33	5.00	4.89
	Gainesville Wilderness Institute	Mixed - IP & CR	3.33	5.33	5.67	5.00	
	Alachua Detention Center	Detention Secure	4.00	5.50	4.00	5.00	4.50
	First Step Adolescent Service (Alachua Halfway House)	Moderate Risk	2.33	4.67	6.00	4.00	4.13
	<b>Mean Scores</b>		<b>3.42</b>	<b>5.21</b>	<b>5.25</b>	<b>4.75</b>	<b>4.58</b>
Bay	Bay Detention Center	Detention Secure	7.50	7.50	8.00	7.00	7.67
	Bay Boot Camp	Moderate Risk	7.00	7.00	7.50	7.00	7.13
	Bay HOPE	Moderate Risk	4.33	7.00	6.50	3.00	5.88
	Panama City Marine Institute	Mixed - IP & CR*	2.67	5.33	5.67	3.00	4.56
	<b>Mean Scores</b>		<b>5.38</b>	<b>6.71</b>	<b>6.92</b>	<b>5.00</b>	<b>6.31</b>
Bradford	Alligator Creek STOP Camp	Low Risk	1.00	1.33	2.50	1.00	1.50
Brevard	Brevard Halfway House (Francis S. Walker)	Moderate Risk	4.67	7.33	7.00	7.00	6.25
	Space Coast Marine Institute	Moderate Risk	5.33	6.33	7.00	7.00	6.13
	Brevard Detention Center	Detention Secure	6.00	5.00	7.00	5.00	6.00
	Brevard Group Treatment Home	Low Risk	4.00	6.00	6.50	7.00	5.38
	Rainwater Center for Girls	Intensive Probation	3.67	5.00	4.13	7.00	4.33
	<b>Mean Scores</b>		<b>4.73</b>	<b>5.93</b>	<b>6.33</b>	<b>6.60</b>	<b>5.62</b>
Broward	Lighthouse Care Center	Moderate Risk	5.67	7.67	7.50	7.00	6.95
	PACE Broward	Prevention	6.33	7.00	6.67	7.00	6.67
	LEAF Group Treatment Home	Low Risk	5.67	7.00	6.50	8.00	6.38
	Broward Detention Center	Detention Secure	7.00	6.00	4.50	7.00	5.83
	Broward Intensive Halfway House	High Risk	4.00	6.33	7.00	7.00	5.63
	South Pines Academy	Mixed - Mod & Low	5.67	6.00	4.50	7.00	5.50
	Dina Thompson Academy (Cannon Point)	Moderate Risk	5.33	5.67	4.50	7.00	5.25
	Elaine Gordon Sexual Offender Program	High Risk	5.00	6.33	4.00	7.00	5.25
	Florida Ocean Science Institute	Mixed - IP & CR*	3.00	2.67	3.33	3.00	3.00
<b>Mean Scores</b>		<b>5.30</b>	<b>6.07</b>	<b>5.39</b>	<b>6.67</b>	<b>5.61</b>	
Citrus	Cypress Creek Academy	Mixed - High & Max	5.67	6.67	5.50	7.00	6.00
Collier	Collier Detention Center	Detention Secure	7.00	7.00	7.00	7.00	7.00
	Collier Drill Academy	Moderate Risk	6.33	7.00	7.00	8.00	6.75
	PACE Immokalee	Prevention	4.67	6.67	7.33	6.00	6.22
	Big Cypress Wilderness Institute	Moderate Risk	5.33	5.33	5.00	4.00	5.25
	<b>Mean Scores</b>		<b>5.83</b>	<b>6.50</b>	<b>6.58</b>	<b>6.25</b>	<b>6.31</b>
Dade	Dade Marine Institute - North	Intensive Probation	4.67	6.67	5.67	3.00	5.67
	Everglades Youth Development Center	High Risk	4.33	6.00	6.00	2.00	5.38
	Dade Marine Institute - South	Mixed - IP & CR	4.33	5.67	5.67	6.00	5.22
	Florida City Youth Center	Moderate Risk	4.00	5.00	6.00	2.00	4.88

Dade	Dade Detention Center	Detention Secure	5.00	4.50	5.00	2.00	4.83
	PACE Dade	Prevention	4.00	5.00	4.66	5.00	4.56
	Bay Point Schools - Main (West/Kennedy)	Moderate Risk	4.33	4.67	3.50	5.00	4.25
	Bay Point Schools - North WINGS (Women in Need of Greater Strength)	Moderate Risk	2.00	6.33	4.50	2.00	4.25
	Bay Point - Kendall (Miami Halfway House)	Moderate Risk	2.67	3.33	3.00	3.00	3.00
	Southern Glades Youth Academy	Moderate Risk	3.00	3.00	2.50	3.00	2.90
		<b>Mean Scores</b>		<b>3.82</b>	<b>4.77</b>	<b>4.59</b>	<b>3.18</b>
DeSoto	Peace River Outward Bound	Low Risk	4.33	6.33	6.00	5.00	5.50
	Kingsley Center - 6 & 8 Combined	Moderate Risk	4.33	6.00	5.00	3.00	5.13
	Desoto Correctional Facility	Mixed - Mod & High	5.00	4.33	5.50	3.00	4.94
	Desoto Dual Diagnosis Facility	High Risk	4.00	5.00	6.00	3.00	4.89
		<b>Mean Scores</b>		<b>4.42</b>	<b>5.42</b>	<b>5.63</b>	<b>3.50</b>
Duval	Jacksonville Marine Institute - East	Mixed - IP & CR	5.67	6.00	5.67	6.00	5.77
	PACE Duval	Prevention	4.00	7.00	5.67	5.00	5.56
	Impact Halfway House	Moderate Risk	4.67	6.00	5.50	4.00	5.38
	Duval Detention Center	Detention Secure	4.00	7.00	4.50	6.00	5.17
	Duval Halfway House	Moderate Risk	3.67	5.33	5.00	3.00	4.63
	Jacksonville Youth Center	Day Treatment- Sex Offender Program	4.00	4.00	5.67	4.00	4.56
	Tiger Success Center	High Risk	1.00	0.67	1.00	1.00	0.88
	<b>Mean Scores</b>		<b>3.86</b>	<b>5.14</b>	<b>4.72</b>	<b>4.14</b>	<b>4.56</b>
Escambia	Escambia Detention Center	Detention Secure	7.50	7.50	7.00	7.00	7.33
	Pensacola Boys Base	Moderate Risk	5.67	8.00	8.00	5.00	7.13
	Escambia River Outward Bound	Low Risk	4.67	7.00	6.00	7.00	5.88
	Escambia Bay Marine Institute	Mixed - IP & CR	5.00	5.67	5.33	6.00	5.33
	PACE Escambia	Prevention	4.00	6.33	5.33	7.00	5.33
	<b>Mean Scores</b>		<b>5.37</b>	<b>6.90</b>	<b>6.33</b>	<b>6.40</b>	<b>6.20</b>
Glades	Florida Environmental Institute	Moderate Risk	4.00	5.00	4.00	2.00	4.38
Hamilton	Panther Success Center	Moderate Risk	3.33	3.33	5.00	2.00	3.75
Hardee	Bowling Green Youth Academy	Moderate Risk	6.00	7.33	6.50	6.00	6.63
Hernando	Withlacoochee Juvenile Residential Facility	Low Risk	3.00	4.00	4.50	3.00	3.75
Hillsborough	Hillsborough Academy (IRT)	High Risk	5.66	7.67	8.00	7.00	7.00
	Youth Environmental Services	Moderate Risk	5.67	7.67	6.50	8.00	6.63
	Hillsborough Detention Center - West	Detention Secure	5.00	7.50	6.00	7.00	6.17
	Falkenburg Academy	Moderate Risk	4.00	7.33	7.00	7.00	6.00
	Hillsborough Detention Center - East	Detention Secure	4.00	7.00	6.00	6.00	5.67
	PACE Hillsborough	Prevention	4.33	6.00	6.33	7.00	5.56
	Tampa Marine Institute	Mixed - IP & CR	5.00	5.67	4.67	6.00	5.11
	Leslie Peters Halfway House	Moderate Risk	3.67	6.33	5.00	6.00	5.00
	Riverside Academy	Moderate Risk	4.33	5.00	5.50	6.00	4.88
	Columbus Residential Facility	Moderate Risk	3.67	4.67	4.50	7.00	4.25

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			<b>Mean Scores</b>	<b>4.53</b>	<b>6.48</b>	<b>5.95</b>	<b>6.70</b>	<b>5.63</b>
Holmes	West Florida Wilderness Institute	Moderate Risk	7.00	6.00	5.00	6.00	6.13	
Jefferson	Monticello New Life Center	High Risk	4.00	5.00	5.00	2.00	4.63	
Lee	Price Halfway House	Moderate Risk	3.67	4.67	5.00	3.00	4.38	
	Southwest Florida Detention Center	Detention Secure	4.00	4.00	4.50	5.00	4.17	
	Southwest Florida Marine Institute	Mixed - IP & CR	4.00	3.67	4.67	5.00	4.11	
		<b>Mean Scores</b>	<b>3.89</b>	<b>4.11</b>	<b>4.72</b>	<b>4.33</b>	<b>4.22</b>	
Leon	Seminole Work and Learn	Moderate Risk	5.33	6.33	6.50	6.00	6.00	
	PACE Leon	Prevention	5.00	6.33	6.00	5.00	5.77	
	Tallahassee Marine Institute	Intensive Probation	4.67	6.00	5.33	5.00	5.33	
	Leon Detention Center	Detention Secure	4.50	5.50	5.00	5.00	5.00	
		<b>Mean Scores</b>	<b>4.88</b>	<b>6.04</b>	<b>5.71</b>	<b>5.25</b>	<b>5.53</b>	
Levy	Forestry Youth Academy	Conditional Release	4.33	7.33	5.50	7.00	5.75	
Liberty	Bristol Youth Academy	Moderate Risk	5.00	6.33	7.00	7.00	6.00	
	Liberty Wilderness Crossroads Camp	Moderate Risk	5.67	6.33	5.50	5.00	5.88	
		<b>Mean Scores</b>	<b>5.34</b>	<b>6.33</b>	<b>6.25</b>	<b>6.00</b>	<b>5.94</b>	
Madison	Greenville Hills Academy	Moderate Risk	2.33	4.67	5.00	3.00	3.88	
Madison	JoAnn Bridges Academy	Moderate Risk	3.00	3.67	4.50	3.00	3.63	
		<b>Mean Scores</b>	<b>2.67</b>	<b>4.17</b>	<b>4.75</b>	<b>3.00</b>	<b>3.76</b>	
Manatee	Manatee Detention Center	Detention Secure	6.00	6.00	6.50	6.00	6.16	
	Manatee Boot Camp	Moderate Risk	4.33	5.66	6.50	6.00	5.38	
	PACE Manatee	Prevention	4.00	5.67	6.00	4.00	5.22	
	Manatee Omega	Maximum Risk	4.00	6.33	5.00	3.00	5.13	
	Gulf Coast Marine Institute - North	Intensive Probation	4.33	4.33	5.33	6.00	4.66	
	Manatee Youth Academy	High Risk	4.00	5.00	4.00	3.00	4.38	
	MATS Halfway House and Sex Offender Program	Mixed - Mod & High	2.00	5.67	6.00	3.00	4.38	
		<b>Mean Scores</b>	<b>4.09</b>	<b>5.52</b>	<b>5.62</b>	<b>4.43</b>	<b>5.04</b>	
Marion	Marion Detention Center	Detention Secure	5.00	6.50	7.00	7.00	6.17	
	PACE Marion	Prevention	5.67	6.33	6.33	7.00	6.00	
	Marion Juvenile Correctional Facility	High Risk	5.33	5.67	7.00	7.00	5.75	
	Silver River Marine Institute	Mixed - IP & CR	4.00	5.67	5.67	7.00	5.11	
	Marion Youth Development Center	Moderate Risk	3.00	6.00	3.50	4.00	4.25	
		<b>Mean Scores</b>	<b>4.60</b>	<b>6.03</b>	<b>5.90</b>	<b>6.40</b>	<b>5.46</b>	
Martin	Jonathan Dickinson STOP Camp	Low Risk	5.33	7.00	7.00	6.00	6.38	
	Martin County Boot Camp (JOTC)	Moderate Risk	5.00	6.33	6.00	7.00	5.75	
		<b>Mean Scores</b>	<b>5.17</b>	<b>6.67</b>	<b>6.50</b>	<b>6.50</b>	<b>6.07</b>	
Monroe	PACE Lower Keys	Prevention	3.00	4.67	6.33	4.00	4.67	
	PACE Upper Keys	Prevention	3.00	4.67	6.33	4.00	4.67	
		<b>Mean Scores</b>	<b>3.00</b>	<b>4.67</b>	<b>6.33</b>	<b>4.00</b>	<b>4.67</b>	
Nassau	STEP North (Nassau)	Low Risk	6.00	6.00	6.50	5.00	6.13	
	Nassau Halfway House	Moderate Risk	4.33	6.00	6.00	4.00	5.38	
		<b>Mean Scores</b>	<b>5.17</b>	<b>6.00</b>	<b>6.25</b>	<b>4.50</b>	<b>5.76</b>	
Okaloosa	Okaloosa Youth Academy	Moderate Risk	5.67	7.67	7.50	8.00	6.88	
	Okaloosa Detention Center	Detention Secure	7.00	7.00	6.50	6.00	6.83	

	Okaloosa Youth Development Center	Mixed - Mod & High	6.33	7.00	7.00	8.00	6.75
	Adolescent Substance Abuse Program	Moderate Risk	5.67	7.00	6.50	7.00	6.38
	Gulf Coast Youth Academy	Moderate Risk	5.33	7.00	5.50	7.00	6.00
	Milton Girls Juvenile Facility	Moderate Risk	5.67	6.33	5.50	7.00	5.83
	Emerald Coast Marine Institute	Mixed - IP & CR	4.33	7.00	5.00	7.00	5.44
		<b>Mean Scores</b>	<b>5.71</b>	<b>7.00</b>	<b>6.21</b>	<b>7.14</b>	<b>6.30</b>
Okeechobee	Okeechobee Redirection Camp	Moderate Risk	5.67	4.00	7.00	3.00	5.38
	Vision Quest Okeechobee - Blue Water Full Circle Camp	Moderate Risk	4.67	5.00	4.00	2.00	4.75
	Okeechobee Juvenile Offender Correction Center	Maximum Risk	3.67	4.67	4.50	3.00	4.25
	Vision Quest Okeechobee - Warrington School	Low Risk	4.00	5.00	4.00	2.00	4.25
		<b>Mean Scores</b>	<b>4.50</b>	<b>4.67</b>	<b>4.88</b>	<b>2.50</b>	<b>4.66</b>
Orange	Orange Detention Center	Detention Secure	7.50	8.00	8.00	8.00	7.83
	Orange Halfway House	High Risk	5.33	5.00	7.00	5.00	5.63
	PACE Orange	Prevention	4.67	6.33	4.33	7.00	5.33
	First Step II Halfway House	Moderate Risk	5.00	4.67	5.00	5.00	4.88
	Adolescent Therapeutic Center Dual Diagnosis	Moderate Risk	4.00	5.33	4.00	4.00	4.50
	Adolescent Therapeutic Center Serious Habitual Offender Program	High Risk	4.67	4.67	4.00	5.00	4.50
	Adolescent Therapeutic Center Moderate Risk (for boys)	Moderate Risk	4.33	4.67	3.50	4.00	4.25
	Adolescent Therapeutic Center for Girls	Moderate Risk	4.00	4.33	4.00	4.00	4.12
	Orlando Marine Institute	Mixed - IP & CR	3.33	3.00	3.33	3.00	3.22
		<b>Mean Scores</b>	<b>4.76</b>	<b>5.11</b>	<b>4.80</b>	<b>5.00</b>	<b>4.92</b>
Osceola	Osceola Detention Center	Detention Secure	5.50	7.00	7.00	7.00	6.50
	Kissimmee Juvenile Correctional Facility (Three Springs)	High Risk	4.00	6.00	5.50	7.00	5.17
	Adolescent Residential Campus (Combined)	Mixed - Mod & High	2.33	6.00	4.50	4.00	4.25
		<b>Mean Scores</b>	<b>3.94</b>	<b>6.33</b>	<b>5.67</b>	<b>6.00</b>	<b>5.31</b>
Palm Beach	PACE Palm Beach	Prevention	5.33	7.00	6.00	5.00	6.11
	Palm Beach Detention Center	Detention Secure	4.50	6.00	6.00	7.00	5.50
	SAGO PALM - Pahokee Youth Development Center	High Risk	4.67	6.33	4.50	7.00	5.25
	South Florida Halfway House	Moderate Risk	3.00	5.67	5.50	6.00	4.63
	Florida Institute for Girls	High Risk	3.67	4.67	3.50	5.00	4.00
	Palm Beach Marine Institute	Mixed - IP & CR	3.33	4.00	4.33	7.00	3.89
		<b>Mean Scores</b>	<b>4.08</b>	<b>5.61</b>	<b>4.97</b>	<b>6.17</b>	<b>4.90</b>
Pasco	Pasco Detention Center	Detention Secure	7.00	7.00	7.00	7.00	7.00
	New Port Richey Marine Institute	Mixed - IP & CR	5.67	7.00	7.00	6.00	6.56
	Gulf and Lake Academy	Moderate Risk	6.00	7.00	5.00	5.00	6.13
	PACE Pasco	Prevention	5.00	6.33	6.00	4.00	5.78
	Wilson Youth Academy	Moderate Risk	4.33	5.33	7.00	7.00	5.38
	Mandala Adolescent Treatment Center	Moderate Risk	4.00	5.67	6.50	7.00	5.25
	San Antonio Boys Village	Moderate Risk	2.00	4.33	4.50	4.00	3.50
		<b>Mean Scores</b>	<b>4.86</b>	<b>6.09</b>	<b>6.14</b>	<b>5.71</b>	<b>5.66</b>
Pinellas	Pinellas Boot Camp	Moderate Risk	6.00	8.00	7.50	5.00	7.13
	Camp E-Nini- Hassee	Moderate Risk	6.67	6.67	7.00	5.00	6.75

	PACE Pinellas	Prevention	5.67	7.00	7.00	7.00	6.56
	Britt Halfway House	Moderate Risk	4.67	7.00	7.00	5.00	6.13
	Pinellas Marine Institute	Mixed - IP & CR	5.67	6.00	6.33	4.00	6.00
	Eckerd Youth Academy	Low Risk	6.00	6.33	5.00	6.00	5.88
	Florida Youth Academy - Moderate Risk	Moderate Risk	4.33	6.67	7.00	7.00	5.88
	Florida Youth Academy Low Risk	Low Risk	4.33	6.67	7.00	7.00	5.88
	Camp E-Ma-Chamee	Moderate Risk	5.33	6.33	5.50	7.00	5.75
	Eckerd Intensive Halfway House	Moderate Risk	7.67	5.00	3.50	5.00	5.63
	Eckerd Youth Challenge	Moderate Risk	5.67	5.33	6.00	5.00	5.63
	Florida Youth Academy - High Risk	High Risk	4.33	6.67	6.00	7.00	5.63
	Camp E-Kel-Etu	Moderate Risk	4.67	5.33	6.50	5.00	5.38
	Camp E-Tu-Makee	Moderate Risk	6.00	5.33	4.00	6.00	5.25
	Boley Young Adult Program	Conditional Release	4.33	6.66	5.66	6.00	5.22
	Pinellas Detention Center	Detention Secure	3.50	6.50	5.50	7.00	5.17
		<b>Mean Scores</b>	<b>5.30</b>	<b>6.34</b>	<b>6.03</b>	<b>5.88</b>	<b>5.87</b>
Polk	Polk Boot Camp	Moderate Risk	7.00	7.00	7.00	7.00	7.00
	Avon Park Youth Academy	Moderate Risk	6.67	6.33	7.00	7.00	6.63
	Live Oak Academy	Moderate Risk	5.33	7.00	7.00	7.00	6.38
	Polk Detention Center	Detention Secure	6.00	7.00	6.00	7.00	6.33
	Polk Halfway House	Moderate Risk	6.00	6.33	5.00	6.00	5.88
	Polk Achievement Center (Bartow Youth Training Center)	High Risk	5.33	5.33	5.00	7.00	5.25
	PACE Polk	Prevention	5.67	4.00	4.00	4.00	4.56
	Sabal Palm School (Polk YDC)	High Risk	3.67	3.67	2.50	5.00	3.40
	Central Florida Marine Institute	Prevention	1.33	3.00	2.33	4.00	2.22
		<b>Mean Scores</b>	<b>5.22</b>	<b>5.52</b>	<b>5.09</b>	<b>6.00</b>	<b>5.29</b>
St. Johns	St. Johns Detention Center	Detention Secure	7.00	7.00	7.00	7.00	7.00
	Hastings Youth Academy	Mixed - Mod & High	6.33	5.33	5.55	5.00	5.74
	St. Johns Juvenile Residential Facility	Moderate Risk	4.67	5.00	3.00	5.00	4.38
		<b>Mean Scores</b>	<b>6.00</b>	<b>5.78</b>	<b>5.18</b>	<b>5.67</b>	<b>5.71</b>
St. Lucie	St. Lucie Detention Center	Detention Secure	7.00	6.50	6.00	7.00	6.50
	PACE Treasure Coast (St. Lucie)	Prevention	3.33	4.00	5.33	3.00	4.22
		<b>Mean Scores</b>	<b>5.17</b>	<b>5.25</b>	<b>5.67</b>	<b>5.00</b>	<b>5.36</b>
Santa Rosa	Santa Rosa Residential Facility	Moderate Risk	3.00	4.67	4.50	5.00	4.00
	Blackwater STOP Camp	Low Risk	2.67	4.67	4.50	5.00	3.88
		<b>Mean Scores</b>	<b>2.84</b>	<b>4.67</b>	<b>4.50</b>	<b>5.00</b>	<b>3.94</b>
Sarasota	Gulf Coast Marine Institute - South	Intensive Probation	4.33	4.00	5.00	3.00	4.44
	Sarasota YMCA Character House	Moderate Risk	3.00	4.67	3.50	4.00	3.75
		<b>Mean Scores</b>	<b>3.67</b>	<b>4.34</b>	<b>4.25</b>	<b>3.50</b>	<b>4.10</b>
Seminole	Seminole Detention Center	Detention Secure	5.50	6.00	7.50	7.00	6.33
	GOALS	Moderate Risk	3.67	6.33	5.00	5.00	5.00
	Grove Unique Youth Services (Excel Alternatives -Guys)	Moderate Risk	2.67	6.33	5.50	5.00	4.75
	First Step Four Adolescent Services	Low Risk	2.33	2.33	3.00	3.00	2.50
		<b>Mean Scores</b>	<b>3.54</b>	<b>5.25</b>	<b>5.25</b>	<b>5.00</b>	<b>4.65</b>
Union	Union Juvenile Residential Facility	Moderate Risk	5.67	7.33	6.00	7.00	6.38
Volusia	Three Springs of Daytona	High Risk	5.67	6.33	7.00	6.00	6.25



	PACE Volusia-Flagler	Prevention	5.00	7.00	6.67	5.00	6.22
	Volusia Detention Center	Detention Secure	5.00	6.50	7.00	7.00	6.17
	Stewart Marchman Oaks (Terrance and Lee Hall)	Moderate Risk	4.67	6.33	6.50	7.00	5.75
	Stewart Marchman Pines Halfway House	Moderate Risk	4.67	6.33	6.50	7.00	5.75
	Volusia Halfway House	Moderate Risk	4.00	5.33	6.00	5.00	5.00
		<b>Mean Scores</b>	<b>4.84</b>	<b>6.30</b>	<b>6.61</b>	<b>6.17</b>	<b>5.86</b>
Walton	Walton Learning Center	High Risk	6.00	7.00	5.50	7.00	6.25
Walton	Walton Learning Center IHH	High Risk	5.00	7.00	5.50	7.00	5.88
		<b>Mean Scores</b>	<b>5.50</b>	<b>7.00</b>	<b>5.50</b>	<b>7.00</b>	<b>6.07</b>
Washington	Dozier Training School for Boys	High Risk	6.00	7.67	8.00	7.00	7.13
	Jackson Juvenile Offender Correction Center	High Risk	6.00	7.67	7.50	7.00	7.00
Washington	Vernon Place	High Risk	7.33	6.33	5.00	7.00	6.38
Washington	Eckerd Youth Development Center (Okc. Boys School)	High Risk	3.67	6.00	6.00	7.00	5.13
		<b>Mean Scores</b>	<b>5.75</b>	<b>6.92</b>	<b>6.63</b>	<b>7.00</b>	<b>6.41</b>
<b>Overall Scores</b>							

\* Mixed Intensive Probation and Conditional Release

Table F-4: 2004 Mean QA Review Scores for each QA Standard and Overall Mean Scores for All Programs by Educational Provider

Educational Provider	Program Name	School District	Security Level	Standard				Mean
				1	2	3	4	
<b>Affiliated Computer Services (ACS)</b>	GOALS	Seminole	Moderate Risk	3.67	6.33	5.00	5.00	5.00
	Grove Unique Youth Services (Excel Alternatives -Guys)	Seminole	Moderate Risk	2.67	6.33	5.50	5.00	4.75
	First Step Four Adolescent Services	Seminole	Low Risk	2.33	2.33	3.00	3.00	2.50
	<b>Mean Scores</b>			<b>2.89</b>	<b>5.00</b>	<b>4.50</b>	<b>4.33</b>	<b>4.08</b>
<b>Alachua School District</b>	Alachua Detention Center	Alachua	Detention Secure	4.00	5.50	4.00	5.00	4.50
	First Step Adolescent Service (Alachua Halfway House)	Alachua	Moderate Risk	2.33	4.67	6.00	4.00	4.13
	<b>Mean Scores</b>			<b>3.17</b>	<b>5.09</b>	<b>5.00</b>	<b>4.50</b>	<b>4.32</b>
<b>Associated Marine Institutes, Inc.</b>	Youth Environmental Services	Hillsborough	Moderate Risk	5.67	7.67	6.50	8.00	6.63
	New Port Richey Marine Institute	Pasco	Mixed - IP & CR*	5.67	7.00	7.00	6.00	6.56
	Space Coast Marine Institute	Brevard	Moderate Risk	5.33	6.33	7.00	7.00	6.13
	West Florida Wilderness Institute	Holmes	Moderate Risk	7.00	6.00	5.00	6.00	6.13
	Pinellas Marine Institute	Pinellas	Mixed - IP & CR*	5.67	6.00	6.33	4.00	6.00
	Jacksonville Marine Institute - East Duval		Mixed - IP & CR*	5.67	6.00	5.67	6.00	5.77
	Dade Marine Institute - North	Dade	Intensive Probation	4.67	6.67	5.67	3.00	5.67
	Emerald Coast Marine Institute	Okaloosa	Mixed - IP & CR*	4.33	7.00	5.00	7.00	5.44
	Escambia Bay Marine Institute	Escambia	Mixed - IP & CR*	5.00	5.67	5.33	6.00	5.33
	Tallahassee Marine Institute	Leon	Intensive Probation	4.67	6.00	5.33	5.00	5.33
	Big Cypress Wilderness Institute	Collier	Moderate Risk	5.33	5.33	5.00	4.00	5.25
	Dade Marine Institute - South	Dade	Mixed - IP & CR*	4.33	5.67	5.67	6.00	5.22
	Silver River Marine Institute	Marion	Mixed - IP & CR*	4.00	5.67	5.67	7.00	5.11
	Tampa Marine Institute	Hillsborough	Mixed - IP & CR*	5.00	5.67	4.67	6.00	5.11
	Gainesville Wilderness Institute	Alachua	Mixed - IP & CR*	3.33	5.33	5.67	5.00	4.78
	Gulf Coast Marine Institute - North	Manatee	Intensive Probation	4.33	4.33	5.33	6.00	4.66
	Panama City Marine Institute	Bay	Mixed - IP & CR*	2.67	5.33	5.67	3.00	4.56
	Gulf Coast Marine Institute - South	Sarasota	Intensive Probation	4.33	4.00	5.00	3.00	4.44
	Florida Environmental Institute	Glades	Moderate Risk	4.00	5.00	4.00	2.00	4.38
	Southwest Florida Marine Institute	Lee	Mixed - IP & CR*	4.00	3.67	4.67	5.00	4.11
	Palm Beach Marine Institute	Palm Beach	Mixed - IP & CR*	3.33	4.00	4.33	7.00	3.89
	WINGS (Women in Need of Greater Strength)	Dade	Moderate Risk	3.67	2.33	4.00	2.00	3.25
	Orlando Marine Institute	Orange	Mixed - IP & CR*	3.33	3.00	3.33	3.00	3.22
	Florida Ocean Science Institute	Broward	Mixed - IP & CR*	3.00	2.67	3.33	3.00	3.00
Central Florida Marine Institute	Polk	Prevention	1.33	3.00	2.33	4.00	2.22	
<b>Mean Scores</b>			<b>4.39</b>	<b>5.17</b>	<b>5.10</b>	<b>4.96</b>	<b>4.89</b>	
<b>Bay Point Schools</b>	Bay Point Schools - Main (West/Kennedy)	Dade	Moderate Risk	4.33	4.67	3.50	5.00	4.25
	Bay Point Schools - North	Dade	Moderate Risk	2.00	6.33	4.50	2.00	4.25
	Bay Point - Kendall (Miami Halfway House)	Dade	Moderate Risk	2.67	3.33	3.00	3.00	3.00
	<b>Mean Scores</b>			<b>3.00</b>	<b>4.78</b>	<b>3.67</b>	<b>3.33</b>	<b>3.83</b>
<b>Bay School District</b>	Bay Detention Center	Bay	Detention Secure	7.50	7.50	8.00	7.00	7.67

Educational Provider Program Name	School District	Security Level	Standard				Mean	
			1	2	3	4		
Bay Boot Camp	Bay	Moderate Risk	7.00	7.00	7.50	7.00	7.13	
<b>Mean Scores</b>			<b>7.25</b>	<b>7.25</b>	<b>7.75</b>	<b>7.00</b>	<b>7.40</b>	
<b>Bradford School District</b>	Alligator Creek STOP Camp	Bradford	Low Risk	1.00	1.33	2.50	1.00	1.50
<b>Brevard School District</b>	Brevard Halfway House (Francis S. Walker)	Brevard	Moderate Risk	4.67	7.33	7.00	7.00	6.25
	Brevard Detention Center	Brevard	Detention Secure	6.00	5.00	7.00	5.00	6.00
	Brevard Group Treatment Home	Brevard	Low Risk	4.00	6.00	6.50	7.00	5.38
<b>Mean Scores</b>			<b>4.89</b>	<b>6.11</b>	<b>6.83</b>	<b>6.33</b>	<b>5.88</b>	
<b>Broward School District</b>	Lighthouse Care Center	Broward	Moderate Risk	5.67	7.67	7.50	7.00	6.95
	LEAF Group Treatment Home	Broward	Low Risk	5.67	7.00	6.50	8.00	6.38
	Broward Detention Center	Broward	Detention Secure	7.00	6.00	4.50	7.00	5.83
	Broward Intensive Halfway House	Broward	High Risk	4.00	6.33	7.00	7.00	5.63
	South Pines Academy	Broward	Mixed - Mod & Low	5.67	6.00	4.50	7.00	5.50
	Dina Thompson Academy (Cannon Point)	Broward	Moderate Risk	5.33	5.67	4.50	7.00	5.25
	Elaine Gordon Sexual Offender Program	Broward	High Risk	5.00	6.33	4.00	7.00	5.25
<b>Mean Scores</b>			<b>5.48</b>	<b>6.43</b>	<b>5.50</b>	<b>7.14</b>	<b>5.83</b>	
<b>Central Florida Youth Services</b>	Bowling Green Youth Academy	Hardee	Moderate Risk	6.00	7.33	6.50	6.00	6.63
<b>Children's Comprehensive Services, Inc.</b>	Jacksonville Youth Center	Duval	Day Treatment-Sex Offender Program	4.00	4.00	5.67	4.00	4.56
<b>Collier School District</b>	Collier Detention Center	Collier	Detention Secure	7.00	7.00	7.00	7.00	7.00
	Collier Drill Academy	Collier	Moderate Risk	6.33	7.00	7.00	8.00	6.75
<b>Mean Scores</b>			<b>6.67</b>	<b>7.00</b>	<b>7.00</b>	<b>7.50</b>	<b>6.88</b>	
<b>Correction Services of Florida, LLC</b>	Tiger Success Center	Duval	High Risk	1.00	0.67	1.00	1.00	0.88
<b>Correctional Services Corporation/Youth Services International, Inc.</b>	Santa Rosa Residential Facility	Santa Rosa	Moderate Risk	3.00	4.67	4.50	5.00	4.00
	JoAnn Bridges Academy	Madison	Moderate Risk	3.00	3.67	4.50	3.00	3.63
<b>Mean Scores</b>			<b>3.00</b>	<b>4.17</b>	<b>4.50</b>	<b>4.00</b>	<b>3.82</b>	
<b>Crosswinds Youth Services</b>	Rainwater Center for Girls	Brevard	Intensive Probation	3.67	5.00	4.13	7.00	4.33
<b>Dade School District</b>	Everglades Youth Development Center	Dade	High Risk	4.33	6.00	6.00	2.00	5.38
	Florida City Youth Center	Dade	Moderate Risk	4.00	5.00	6.00	2.00	4.88
	Dade Detention Center	Dade	Detention Secure	5.00	4.50	5.00	2.00	4.83
	Southern Glades Youth Academy	Dade	Moderate Risk	3.00	3.00	2.50	3.00	2.90
<b>Mean Scores</b>			<b>4.08</b>	<b>4.63</b>	<b>4.88</b>	<b>2.25</b>	<b>4.50</b>	
<b>DISC Village</b>	Greenville Hills Academy	Madison	Moderate Risk	2.33	4.67	5.00	3.00	3.88

Educational Provider Program Name	School District	Security Level	Standard				Mean	
			1	2	3	4		
Duval School District	Impact Halfway House	Duval	Moderate Risk	4.67	6.00	5.50	4.00	5.38
	Duval Detention Center	Duval	Detention Secure	4.00	7.00	4.50	6.00	5.17
	Duval Halfway House	Duval	Moderate Risk	3.67	5.33	5.00	3.00	4.63
	<b>Mean Scores</b>			<b>4.11</b>	<b>6.11</b>	<b>5.00</b>	<b>4.33</b>	<b>5.06</b>
Eckerd Youth Alternatives, Inc.	Camp E-Nini-Hassee	Pinellas	Moderate Risk	6.67	6.67	7.00	5.00	6.75
	Eckerd Youth Academy	Pinellas	Low Risk	6.00	6.33	5.00	6.00	5.88
	Camp E-Ma-Chamee	Pinellas	Moderate Risk	5.33	6.33	5.50	7.00	5.75
	Eckerd Intensive Halfway House	Pinellas	Moderate Risk	7.67	5.00	3.50	5.00	5.63
	Eckerd Youth Challenge	Pinellas	Moderate Risk	5.67	5.33	6.00	5.00	5.63
	Camp E-Kel-Etu	Pinellas	Moderate Risk	4.67	5.33	6.50	5.00	5.38
	Camp E-Tu-Makee	Pinellas	Moderate Risk	6.00	5.33	4.00	6.00	5.25
<b>Mean Scores</b>			<b>6.00</b>	<b>5.76</b>	<b>5.36</b>	<b>5.57</b>	<b>5.75</b>	
Escambia School District	Escambia Detention Center	Escambia	Detention Secure	7.50	7.50	7.00	7.00	7.33
	Pensacola Boys Base	Escambia	Moderate Risk	5.67	8.00	8.00	5.00	7.13
	<b>Mean Scores</b>			<b>6.59</b>	<b>7.75</b>	<b>7.50</b>	<b>6.00</b>	<b>7.23</b>
Florida Department of Forestry	Forestry Youth Academy	Levy	Conditional Release	4.33	7.33	5.50	7.00	5.75
Hamilton School District	Panther Success Center	Hamilton	Moderate Risk	3.33	3.33	5.00	2.00	3.75
Hernando School District	Withlacoochee Juvenile Residential Facility	Hernando	Low Risk	3.00	4.00	4.50	3.00	3.75
Hillsborough School District	Hillsborough Academy (IRT)	Hillsborough	High Risk	5.66	7.67	8.00	7.00	7.00
	Hillsborough Detention Center - West	Hillsborough	Detention Secure	5.00	7.50	6.00	7.00	6.17
	Falkenburg Academy	Hillsborough	Moderate Risk	4.00	7.33	7.00	7.00	6.00
	Hillsborough Detention Center - East	Hillsborough	Detention Secure	4.00	7.00	6.00	6.00	5.67
	Leslie Peters Halfway House	Hillsborough	Moderate Risk	3.67	6.33	5.00	6.00	5.00
	Riverside Academy	Hillsborough	Moderate Risk	4.33	5.00	5.50	6.00	4.88
	Columbus Residential Facility	Hillsborough	Moderate Risk	3.67	4.67	4.50	7.00	4.25
<b>Mean Scores</b>			<b>4.33</b>	<b>6.50</b>	<b>6.00</b>	<b>6.57</b>	<b>5.57</b>	
Human Services Associates	Kingsley Center - 6 & 8 Combined	DeSoto	Moderate Risk	4.33	6.00	5.00	3.00	5.13
	Desoto Correctional Facility	DeSoto	Mixed - Mod & High	5.00	4.33	5.50	3.00	4.94
	Desoto Dual Diagnosis Facility	DeSoto	High Risk	4.00	5.00	6.00	3.00	4.89
<b>Mean Scores</b>			<b>4.44</b>	<b>5.11</b>	<b>5.50</b>	<b>3.00</b>	<b>4.99</b>	
Hurricane Island Outward Bound	STEP North (Nassau)	Nassau	Low Risk	6.00	6.00	6.50	5.00	6.13
	Escambia River Outward Bound	Escambia	Low Risk	4.67	7.00	6.00	7.00	5.88
	Peace River Outward Bound	DeSoto	Low Risk	4.33	6.33	6.00	5.00	5.50
<b>Mean Scores</b>			<b>5.00</b>	<b>6.44</b>	<b>6.17</b>	<b>5.67</b>	<b>5.84</b>	
Keystone Educational Youth Services	Bay HOPE	Bay	Moderate Risk	4.33	7.00	6.50	3.00	5.88

				Standard				
Educational Provider Program Name		School District	Security Level	1	2	3	4	Mean
<b>Lee School District</b>	Price Halfway House	Lee	Moderate Risk	3.67	4.67	5.00	3.00	4.38
	Southwest Florida Detention Center	Lee	Detention Secure	4.00	4.00	4.50	5.00	4.17
	<b>Mean Scores</b>			<b>3.84</b>	<b>4.34</b>	<b>4.75</b>	<b>4.00</b>	<b>4.28</b>
<b>Leon School District</b>	Leon Detention Center	Leon	Detention Secure	4.50	5.50	5.00	5.00	5.00
<b>Liberty School District</b>	Bristol Youth Academy	Liberty	Moderate Risk	5.00	6.33	7.00	7.00	6.00
<b>Manatee School District</b>	Manatee Detention Center	Manatee	Detention Secure	6.00	6.00	6.50	6.00	6.16
	MATS Halfway House and Sex Offender Program	Manatee	Mixed - Mod & High	2.00	5.67	6.00	3.00	4.38
	<b>Mean Scores</b>			<b>4.00</b>	<b>5.84</b>	<b>6.25</b>	<b>4.50</b>	<b>5.27</b>
<b>Marion School District</b>	Marion Detention Center	Marion	Detention Secure	5.00	6.50	7.00	7.00	6.17
	Marion Juvenile Correctional Facility	Marion	High Risk	5.33	5.67	7.00	7.00	5.75
	Marion Youth Development Center	Marion	Moderate Risk	3.00	6.00	3.50	4.00	4.25
	<b>Mean Scores</b>			<b>4.44</b>	<b>6.06</b>	<b>5.83</b>	<b>6.00</b>	<b>5.39</b>
<b>Martin School District</b>	Jonathan Dickinson STOP Camp	Martin	Low Risk	5.33	7.00	7.00	6.00	6.38
	Martin County Boot Camp (JOTC)	Martin	Moderate Risk	5.00	6.33	6.00	7.00	5.75
	<b>Mean Scores</b>			<b>5.17</b>	<b>6.67</b>	<b>6.50</b>	<b>6.50</b>	<b>6.07</b>
<b>Nassau School District</b>	Nassau Halfway House	Nassau	Moderate Risk	4.33	6.00	6.00	4.00	5.38
<b>North American Family Institute</b>	Monticello New Life Center	Jefferson	High Risk	4.00	5.00	5.00	2.00	4.63
<b>Okaloosa School District</b>	Okaloosa Youth Academy	Okaloosa	Moderate Risk	5.67	7.67	7.50	8.00	6.88
	Okaloosa Detention Center	Okaloosa	Detention Secure	7.00	7.00	6.50	6.00	6.83
	Okaloosa Youth Development Center	Okaloosa	Mixed - Mod & High	6.33	7.00	7.00	8.00	6.75
	Adolescent Substance Abuse Program	Okaloosa	Moderate Risk	5.67	7.00	6.50	7.00	6.38
	Gulf Coast Youth Academy	Okaloosa	Moderate Risk	5.33	7.00	5.50	7.00	6.00
	Milton Girls Juvenile Facility	Okaloosa	Moderate Risk	5.67	6.33	5.50	7.00	5.83
<b>Mean Scores</b>			<b>5.95</b>	<b>7.00</b>	<b>6.42</b>	<b>7.17</b>	<b>6.45</b>	
<b>Okeechobee School District</b>	Okeechobee Redirection Camp	Okeechobee	Moderate Risk	5.67	4.00	7.00	3.00	5.38
	Okeechobee Juvenile Offender Correction Center	Okeechobee	Maximum Risk	3.67	4.67	4.50	3.00	4.25
	<b>Mean Scores</b>			<b>4.67</b>	<b>4.34</b>	<b>5.75</b>	<b>3.00</b>	<b>4.82</b>
<b>Orange School District</b>	Orange Detention Center	Orange	Detention Secure	7.50	8.00	8.00	8.00	7.83
	Orange Halfway House	Orange	High Risk	5.33	5.00	7.00	5.00	5.63
	First Step II Halfway House	Orange	Moderate Risk	5.00	4.67	5.00	5.00	4.88
	Adolescent Therapeutic Center Dual Diagnosis	Orange	Moderate Risk	4.00	5.33	4.00	4.00	4.50
	Adolescent Therapeutic Center Serious Habitual Offender Program	Orange	High Risk	4.67	4.67	4.00	5.00	4.50
	Adolescent Therapeutic Center Moderate Risk (for boys)	Orange	Moderate Risk	4.33	4.67	3.50	4.00	4.25

Educational Provider Program Name	School District	Security Level	Standard				Mean	
			1	2	3	4		
Adolescent Therapeutic Center for Girls	Orange	Moderate Risk	4.00	4.33	4.00	4.00	4.12	
	<b>Mean Scores</b>		<b>4.98</b>	<b>5.24</b>	<b>5.07</b>	<b>5.00</b>	<b>5.10</b>	
<b>Osceola School District</b>	Osceola Detention Center	Osceola	Detention Secure	5.50	7.00	7.00	7.00	6.50
	Kissimmee Juvenile Correctional Facility (Three Springs)	Osceola	High Risk	4.00	6.00	5.50	7.00	5.17
	Adolescent Residential Campus (Combined)	Osceola	Mixed - Mod & High	2.33	6.00	4.50	4.00	4.25
	<b>Mean Scores</b>		<b>3.94</b>	<b>6.33</b>	<b>5.67</b>	<b>6.00</b>	<b>5.31</b>	
<b>PACE Center for Girls, Inc.</b>	PACE Broward	Broward	Prevention	6.33	7.00	6.67	7.00	6.67
	PACE Pinellas	Pinellas	Prevention	5.67	7.00	7.00	7.00	6.56
	PACE Immokalee	Collier	Prevention	4.67	6.67	7.33	6.00	6.22
	PACE Volusia-Flagler	Volusia	Prevention	5.00	7.00	6.67	5.00	6.22
	PACE Palm Beach	Palm Beach	Prevention	5.33	7.00	6.00	5.00	6.11
	PACE Marion	Marion	Prevention	5.67	6.33	6.33	7.00	6.00
	PACE Pasco	Pasco	Prevention	5.00	6.33	6.00	4.00	5.78
	PACE Leon	Leon	Prevention	5.00	6.33	6.00	5.00	5.77
	PACE Duval	Duval	Prevention	4.00	7.00	5.67	5.00	5.56
	PACE Hillsborough	Hillsborough	Prevention	4.33	6.00	6.33	7.00	5.56
	PACE Escambia	Escambia	Prevention	4.00	6.33	5.33	7.00	5.33
	PACE Orange	Orange	Prevention	4.67	6.33	4.33	7.00	5.33
	PACE Manatee	Manatee	Prevention	4.00	5.67	6.00	4.00	5.22
	PACE Alachua	Alachua	Prevention	4.00	5.33	5.33	5.00	4.89
	PACE Lower Keys	Monroe	Prevention	3.00	4.67	6.33	4.00	4.67
	PACE Upper Keys	Monroe	Prevention	3.00	4.67	6.33	4.00	4.67
	PACE Dade	Dade	Prevention	4.00	5.00	4.66	5.00	4.56
	PACE Polk	Polk	Prevention	5.67	4.00	4.00	4.00	4.56
	PACE Treasure Coast (St. Lucie)	St. Lucie	Prevention	3.33	4.00	5.33	3.00	4.22
	<b>Mean Scores</b>		<b>4.56</b>	<b>5.93</b>	<b>5.88</b>	<b>5.32</b>	<b>5.47</b>	
<b>Palm Beach School District</b>	Palm Beach Detention Center	Palm Beach	Detention Secure	4.50	6.00	6.00	7.00	5.50
	SAGO PALM - Pahokee Youth Development Center	Palm Beach	High Risk	4.67	6.33	4.50	7.00	5.25
	South Florida Halfway House	Palm Beach	Moderate Risk	3.00	5.67	5.50	6.00	4.63
	Florida Institute for Girls	Palm Beach	High Risk	3.67	4.67	3.50	5.00	4.00
	<b>Mean Scores</b>		<b>3.96</b>	<b>5.67</b>	<b>4.88</b>	<b>6.25</b>	<b>4.85</b>	
<b>Pasco School District</b>	Pasco Detention Center	Pasco	Detention Secure	7.00	7.00	7.00	7.00	7.00
	Gulf and Lake Academy	Pasco	Moderate Risk	6.00	7.00	5.00	5.00	6.13
	Wilson Youth Academy	Pasco	Moderate Risk	4.33	5.33	7.00	7.00	5.38
	Mandala Adolescent Treatment Center	Pasco	Moderate Risk	4.00	5.67	6.50	7.00	5.25
	San Antonio Boys Village	Pasco	Moderate Risk	2.00	4.33	4.50	4.00	3.50
	<b>Mean Scores</b>		<b>4.67</b>	<b>5.87</b>	<b>6.00</b>	<b>6.00</b>	<b>5.45</b>	
<b>Pinellas School District</b>	Pinellas Boot Camp	Pinellas	Moderate Risk	6.00	8.00	7.50	5.00	7.13
	Britt Halfway House	Pinellas	Moderate Risk	4.67	7.00	7.00	5.00	6.13
	Florida Youth Academy - Moderate Risk	Pinellas	Moderate Risk	4.33	6.67	7.00	7.00	5.88

Educational Provider Program Name	School District	Security Level	Standard				Mean	
			1	2	3	4		
Florida Youth Academy Low Risk Florida Youth Academy - High Risk Boley Young Adult Program Pinellas Detention Center	Pinellas	Low Risk	4.33	6.67	7.00	7.00	5.88	
	Pinellas	High Risk	4.33	6.67	6.00	7.00	5.63	
	Pinellas	Conditional Release	4.33	6.66	5.66	6.00	5.22	
	Pinellas	Detention Secure	3.50	6.50	5.50	7.00	5.17	
<b>Mean Scores</b>			<b>4.50</b>	<b>6.88</b>	<b>6.52</b>	<b>6.29</b>	<b>5.86</b>	
<b>Police Athletic League Charter School</b>	Manatee Boot Camp	Manatee	Moderate Risk	4.33	5.66	6.50	6.00	5.38
	Manatee Omega	Manatee	Maximum Risk	4.00	6.33	5.00	3.00	5.13
	Manatee Youth Academy	Manatee	High Risk	4.00	5.00	4.00	3.00	4.38
	<b>Mean Scores</b>			<b>4.11</b>	<b>5.66</b>	<b>5.17</b>	<b>4.00</b>	<b>4.96</b>
<b>Polk School District</b>	Polk Boot Camp	Polk	Moderate Risk	7.00	7.00	7.00	7.00	7.00
	Live Oak Academy	Polk	Moderate Risk	5.33	7.00	7.00	7.00	6.38
	Polk Detention Center	Polk	Detention Secure	6.00	7.00	6.00	7.00	6.33
	Polk Halfway House	Polk	Moderate Risk	6.00	6.33	5.00	6.00	5.88
	Polk Achievement Center (Bartow Youth Training Center)	Polk	High Risk	5.33	5.33	5.00	7.00	5.25
	Sabal Palm School (Polk YDC)	Polk	High Risk	3.67	3.67	2.50	5.00	3.40
<b>Mean Scores</b>			<b>5.56</b>	<b>6.06</b>	<b>5.42</b>	<b>6.50</b>	<b>5.71</b>	
<b>Radar Group, Inc</b>	Walton Learning Center	Walton	High Risk	6.00	7.00	5.50	7.00	6.25
	Walton Learning Center IHH	Walton	High Risk	5.00	7.00	5.50	7.00	5.88
	<b>Mean Scores</b>			<b>5.50</b>	<b>7.00</b>	<b>5.50</b>	<b>7.00</b>	<b>6.07</b>
<b>Santa Rosa School District</b>	Blackwater STOP Camp	Santa Rosa	Low Risk	2.67	4.67	4.50	5.00	3.88
<b>Sarasota Family YMCA, Inc.</b>	Sarasota YMCA Character House	Sarasota	Moderate Risk	3.00	4.67	3.50	4.00	3.75
<b>Securicor New Century</b>	Avon Park Youth Academy	Polk	Moderate Risk	6.67	6.33	7.00	7.00	6.63
	Cypress Creek Academy	Citrus	Mixed - High & Max	5.67	6.67	5.50	7.00	6.00
	<b>Mean Scores</b>			<b>6.17</b>	<b>6.50</b>	<b>6.25</b>	<b>7.00</b>	<b>6.32</b>
<b>Seminole School District</b>	Seminole Detention Center	Seminole	Detention Secure	5.50	6.00	7.50	7.00	6.33
<b>St. Johns School District</b>	St. Johns Detention Center	St. Johns	Detention Secure	7.00	7.00	7.00	7.00	7.00
	Hastings Youth Academy	St. Johns	Mixed - Mod & High	6.33	5.33	5.55	5.00	5.74
	<b>Mean Scores</b>			<b>6.67</b>	<b>6.17</b>	<b>6.28</b>	<b>6.00</b>	<b>6.37</b>
<b>St. Lucie School District</b>	St. Lucie Detention Center	St. Lucie	Detention Secure	7.00	6.50	6.00	7.00	6.50
	St. Johns Juvenile Residential Facility	St. Johns	Moderate Risk	4.67	5.00	3.00	5.00	4.38
	<b>Mean Scores</b>			<b>5.84</b>	<b>5.75</b>	<b>4.50</b>	<b>6.00</b>	<b>5.44</b>
<b>Twin Oaks Juvenile Development</b>	Liberty Wilderness Crossroads Camp	Liberty	Moderate Risk	5.67	6.33	5.50	5.00	5.88
<b>Union School District</b>	Union Juvenile Residential Facility	Union	Moderate Risk	5.67	7.33	6.00	7.00	6.38

Educational Provider Program Name	School District	Security Level	Standard				Mean	
			1	2	3	4		
VisionQuest Ltd.	Vision Quest Okeechobee - Blue Water Full Circle Camp	Okeechobee	Moderate Risk	4.67	5.00	4.00	2.00	4.75
	Vision Quest Okeechobee - Warrington School	Okeechobee	Low Risk	4.00	5.00	4.00	2.00	4.25
	<b>Mean Scores</b>			<b>4.34</b>	<b>5.00</b>	<b>4.00</b>	<b>2.00</b>	<b>4.50</b>
Volusia School District	Three Springs of Daytona	Volusia	High Risk	5.67	6.33	7.00	6.00	6.25
	Volusia Detention Center	Volusia	Detention Secure	5.00	6.50	7.00	7.00	6.17
	Stewart Marchman Oaks (Terrance and Lee Hall)	Volusia	Moderate Risk	4.67	6.33	6.50	7.00	5.75
	Stewart Marchman Pines Halfway House	Volusia	Moderate Risk	4.67	6.33	6.50	7.00	5.75
	Volusia Halfway House	Volusia	Moderate Risk	4.00	5.33	6.00	5.00	5.00
<b>Mean Scores</b>			<b>4.80</b>	<b>6.16</b>	<b>6.60</b>	<b>6.40</b>	<b>5.78</b>	
Washington School District	Dozier Training School for Boys	Washington	High Risk	6.00	7.67	8.00	7.00	7.13
Washington School District	Jackson Juvenile Offender Correction Center	Washington	High Risk	6.00	7.67	7.50	7.00	7.00
Washington School District	Vernon Place	Washington	High Risk	7.33	6.33	5.00	7.00	6.38
Washington School District	Eckerd Youth Development Center (Okc. Boys School)	Washington	High Risk	3.67	6.00	6.00	7.00	5.13
<b>Mean Scores</b>			<b>5.75</b>	<b>6.92</b>	<b>6.63</b>	<b>7.00</b>	<b>6.41</b>	
Youthtrack, Inc.	Seminole Work and Learn	Leon	Moderate Risk	5.33	6.33	6.50	6.00	6.00

\* Mixed Intensive Probation and Conditional Release



Table F-5: 2004 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

Type of provider	Program Name	Security Level	School District	Educational Provider	Standard				Mean
					1	2	3	4	
<b>PUBLIC</b>	<b>PUBLIC DAY TREATMENT PROGRAM</b>								
	Boley Young Adult Program	Conditional Release	Pinellas	Public	4.33	6.66	5.66	6.00	5.22
	<b>Mean Scores</b>				<b>4.33</b>	<b>6.66</b>	<b>5.66</b>	<b>6.00</b>	<b>5.22</b>
<b>Public</b>	<b>PUBLIC DETENTION PROGRAMS</b>								
	Orange Detention Center	Detention Secure	Orange	Public	7.50	8.00	8.00	8.00	7.83
	Bay Detention Center	Detention Secure	Bay	Public	7.50	7.50	8.00	7.00	7.67
	Escambia Detention Center	Detention Secure	Escambia	Public	7.50	7.50	7.00	7.00	7.33
	Collier Detention Center	Detention Secure	Collier	Public	7.00	7.00	7.00	7.00	7.00
	Pasco Detention Center	Detention Secure	Pasco	Public	7.00	7.00	7.00	7.00	7.00
	St. Johns Detention Center	Detention Secure	St. Johns	Public	7.00	7.00	7.00	7.00	7.00
	Okaloosa Detention Center	Detention Secure	Okaloosa	Public	7.00	7.00	6.50	6.00	6.83
	Osceola Detention Center	Detention Secure	Osceola	Public	5.50	7.00	7.00	7.00	6.50
	St. Lucie Detention Center	Detention Secure	St. Lucie	Public	7.00	6.50	6.00	7.00	6.50
	Polk Detention Center	Detention Secure	Polk	Public	6.00	7.00	6.00	7.00	6.33
	Seminole Detention Center	Detention Secure	Seminole	Public	5.50	6.00	7.50	7.00	6.33
	Hillsborough Detention Center - West	Detention Secure	Hillsborough	Public	5.00	7.50	6.00	7.00	6.17
	Marion Detention Center	Detention Secure	Marion	Public	5.00	6.50	7.00	7.00	6.17
	Volusia Detention Center	Detention Secure	Volusia	Public	5.00	6.50	7.00	7.00	6.17
	Manatee Detention Center	Detention Secure	Manatee	Public	6.00	6.00	6.50	6.00	6.16
	Brevard Detention Center	Detention Secure	Brevard	Public	6.00	5.00	7.00	5.00	6.00
	Broward Detention Center	Detention Secure	Broward	Public	7.00	6.00	4.50	7.00	5.83
	Hillsborough Detention Center - East	Detention Secure	Hillsborough	Public	4.00	7.00	6.00	6.00	5.67
	Palm Beach Detention Center	Detention Secure	Palm Beach	Public	4.50	6.00	6.00	7.00	5.50
	Duval Detention Center	Detention Secure	Duval	Public	4.00	7.00	4.50	6.00	5.17
	Pinellas Detention Center	Detention Secure	Pinellas	Public	3.50	6.50	5.50	7.00	5.17
	Leon Detention Center	Detention Secure	Leon	Public	4.50	5.50	5.00	5.00	5.00
	Dade Detention Center	Detention Secure	Dade	Public	5.00	4.50	5.00	2.00	4.83
	Alachua Detention Center	Detention Secure	Alachua	Public	4.00	5.50	4.00	5.00	4.50
	Southwest Florida Detention Center	Detention Secure	Lee	Public	4.00	4.00	4.50	5.00	4.17
	<b>Mean Scores</b>				<b>5.68</b>	<b>6.44</b>	<b>6.22</b>	<b>6.36</b>	<b>6.11</b>
<b>PUBLIC RESIDENTIAL PROGRAMS</b>									

**2004 Annual Report to the Florida Department of Education: Juvenile Justice Educational Enhancement Program**

Type of provider	Program Name	Security Level	School District	Educational Provider	Standard				Mean
					1	2	3	4	
Public	Bay Boot Camp	Moderate Risk	Bay	Public	7.00	7.00	7.50	7.00	7.13
	Dozier Training School for Boys	High Risk	Washington	Public	6.00	7.67	8.00	7.00	7.13
	Pensacola Boys Base	Moderate Risk	Escambia	Public	5.67	8.00	8.00	5.00	7.13
	Pinellas Boot Camp	Moderate Risk	Pinellas	Public	6.00	8.00	7.50	5.00	7.13
	Hillsborough Academy (IRT)	High Risk	Hillsborough	Public	5.66	7.67	8.00	7.00	7.00
	Jackson Juvenile Offender Correction Center	High Risk	Washington	Public	6.00	7.67	7.50	7.00	7.00
	Polk Boot Camp	Moderate Risk	Polk	Public	7.00	7.00	7.00	7.00	7.00
	Lighthouse Care Center	Moderate Risk	Broward	Public	5.67	7.67	7.50	7.00	6.95
	Okaloosa Youth Academy	Moderate Risk	Okaloosa	Public	5.67	7.67	7.50	8.00	6.88
	Collier Drill Academy	Moderate Risk	Collier	Public	6.33	7.00	7.00	8.00	6.75
	Okaloosa Youth Development Center	Mixed - Mod & High	Okaloosa	Public	6.33	7.00	7.00	8.00	6.75
	Adolescent Substance Abuse Program	Moderate Risk	Okaloosa	Public	5.67	7.00	6.50	7.00	6.38
	Jonathan Dickinson STOP Camp	Low Risk	Martin	Public	5.33	7.00	7.00	6.00	6.38
	LEAF Group Treatment Home	Low Risk	Broward	Public	5.67	7.00	6.50	8.00	6.38
	Live Oak Academy	Moderate Risk	Polk	Public	5.33	7.00	7.00	7.00	6.38
	Union Juvenile Residential Facility	Moderate Risk	Union	Public	5.67	7.33	6.00	7.00	6.38
	Vernon Place	High Risk	Washington	Public	7.33	6.33	5.00	7.00	6.38
	Brevard Halfway House (Francis S. Walker)	Moderate Risk	Brevard	Public	4.67	7.33	7.00	7.00	6.25
	Three Springs of Daytona	High Risk	Volusia	Public	5.67	6.33	7.00	6.00	6.25
	Britt Halfway House	Moderate Risk	Pinellas	Public	4.67	7.00	7.00	5.00	6.13
	Gulf and Lake Academy	Moderate Risk	Pasco	Public	6.00	7.00	5.00	5.00	6.13
	Bristol Youth Academy	Moderate Risk	Liberty	Public	5.00	6.33	7.00	7.00	6.00
	Falkenburg Academy	Moderate Risk	Hillsborough	Public	4.00	7.33	7.00	7.00	6.00
	Gulf Coast Youth Academy	Moderate Risk	Okaloosa	Public	5.33	7.00	5.50	7.00	6.00
	Florida Youth Academy - Moderate Risk	Moderate Risk	Pinellas	Public	4.33	6.67	7.00	7.00	5.88
	Florida Youth Academy Low Risk	Low Risk	Pinellas	Public	4.33	6.67	7.00	7.00	5.88
	Polk Halfway House	Moderate Risk	Polk	Public	6.00	6.33	5.00	6.00	5.88
	Milton Girls Juvenile Facility	Moderate Risk	Okaloosa	Public	5.67	6.33	5.50	7.00	5.83
	Marion Juvenile Correctional Facility	High Risk	Marion	Public	5.33	5.67	7.00	7.00	5.75
	Martin County Boot Camp	Moderate Risk	Martin	Public	5.00	6.33	6.00	7.00	5.75

Type of provider	Program Name	Security Level	School District	Educational Provider	Standard				Mean
					1	2	3	4	
	(JOTC)								
	Stewart Marchman Oaks (Terrance and Lee Hall)	Moderate Risk	Volusia	Public	4.67	6.33	6.50	7.00	5.75
	Stewart Marchman Pines Halfway House	Moderate Risk	Volusia	Public	4.67	6.33	6.50	7.00	5.75
	Hastings Youth Academy	Mixed - Mod & High	St. Johns	Public	6.33	5.33	5.55	5.00	5.74
	Broward Intensive Halfway House	High Risk	Broward	Public	4.00	6.33	7.00	7.00	5.63
	Florida Youth Academy - High Risk	High Risk	Pinellas	Public	4.33	6.67	6.00	7.00	5.63
	Orange Halfway House	High Risk	Orange	Public	5.33	5.00	7.00	5.00	5.63
	South Pines Academy	Mixed - Mod & Low	Broward	Public	5.67	6.00	4.50	7.00	5.50
	Brevard Group Treatment Home	Low Risk	Brevard	Public	4.00	6.00	6.50	7.00	5.38
	Everglades Youth Development Center	High Risk	Dade	Public	4.33	6.00	6.00	2.00	5.38
	Impact Halfway House	Moderate Risk	Duval	Public	4.67	6.00	5.50	4.00	5.38
	Nassau Halfway House	Moderate Risk	Nassau	Public	4.33	6.00	6.00	4.00	5.38
	Okeechobee Redirection Camp	Moderate Risk	Okeechobee	Public	5.67	4.00	7.00	3.00	5.38
	Wilson Youth Academy	Moderate Risk	Pasco	Public	4.33	5.33	7.00	7.00	5.38
	Dina Thompson Academy (Cannon Point)	Moderate Risk	Broward	Public	5.33	5.67	4.50	7.00	5.25
	Elaine Gordon Sexual Offender Program	High Risk	Broward	Public	5.00	6.33	4.00	7.00	5.25
	Mandala Adolescent Treatment Center	Moderate Risk	Pasco	Public	4.00	5.67	6.50	7.00	5.25
	Polk Achievement Center (Bartow Youth Training Center)	High Risk	Polk	Public	5.33	5.33	5.00	7.00	5.25
	SAGO PALM - Pahokee Youth Development Center	High Risk	Palm Beach	Public	4.67	6.33	4.50	7.00	5.25
	Kissimmee Juvenile Correctional Facility (Three Springs)	High Risk	Osceola	Public	4.00	6.00	5.50	7.00	5.17
	Eckerd Youth Development Center (Okc. Boys School)	High Risk	Washington	Public	3.67	6.00	6.00	7.00	5.13
	Leslie Peters Halfway House	Moderate Risk	Hillsborough	Public	3.67	6.33	5.00	6.00	5.00
	Volusia Halfway House	Moderate Risk	Volusia	Public	4.00	5.33	6.00	5.00	5.00
	First Step II Halfway House	Moderate Risk	Orange	Public	5.00	4.67	5.00	5.00	4.88
	Florida City Youth Center	Moderate Risk	Dade	Public	4.00	5.00	6.00	2.00	4.88

**2004 Annual Report to the Florida Department of Education: Juvenile Justice Educational Enhancement Program**

Type of provider	Program Name	Security Level	School District	Educational Provider	Standard				Mean
					1	2	3	4	
	Riverside Academy	Moderate Risk	Hillsborough	Public	4.33	5.00	5.50	6.00	4.88
	Duval Halfway House	Moderate Risk	Duval	Public	3.67	5.33	5.00	3.00	4.63
	South Florida Halfway House	Moderate Risk	Palm Beach	Public	3.00	5.67	5.50	6.00	4.63
	Adolescent Therapeutic Center Dual Diagnosis	Moderate Risk	Orange	Public	4.00	5.33	4.00	4.00	4.50
	Adolescent Therapeutic Center Serious Habitual Offender Program	High Risk	Orange	Public	4.67	4.67	4.00	5.00	4.50
	MATS Halfway House and Sex Offender Program	Mixed - Mod & High	Manatee	Public	2.00	5.67	6.00	3.00	4.38
	Price Halfway House	Moderate Risk	Lee	Public	3.67	4.67	5.00	3.00	4.38
	St. Johns Juvenile Residential Facility	Moderate Risk	St. Johns	Public	4.67	5.00	3.00	5.00	4.38
	Adolescent Residential Campus (Combined)	Mixed - Mod & High	Osceola	Public	2.33	6.00	4.50	4.00	4.25
	Adolescent Therapeutic Center Moderate Risk (for boys)	Moderate Risk	Orange	Public	4.33	4.67	3.50	4.00	4.25
	Columbus Residential Facility	Moderate Risk	Hillsborough	Public	3.67	4.67	4.50	7.00	4.25
	Marion Youth Development Center	Moderate Risk	Marion	Public	3.00	6.00	3.50	4.00	4.25
	Okeechobee Juvenile Offender Correction Center	Maximum Risk	Okeechobee	Public	3.67	4.67	4.50	3.00	4.25
	First Step Adolescent Service (Alachua Halfway House)	Moderate Risk	Alachua	Public	2.33	4.67	6.00	4.00	4.13
	Adolescent Therapeutic Center for Girls	Moderate Risk	Orange	Public	4.00	4.33	4.00	4.00	4.12
	Florida Institute for Girls	High Risk	Palm Beach	Public	3.67	4.67	3.50	5.00	4.00
	Blackwater STOP Camp	Low Risk	Santa Rosa	Public	2.67	4.67	4.50	5.00	3.88
	Panther Success Center	Moderate Risk	Hamilton	Public	3.33	3.33	5.00	2.00	3.75
	Withlacoochee Juvenile Residential Facility	Low Risk	Hernando	Public	3.00	4.00	4.50	3.00	3.75
	San Antonio Boys Village	Moderate Risk	Pasco	Public	2.00	4.33	4.50	4.00	3.50
	Sabal Palm School (Polk YDC)	High Risk	Polk	Public	3.67	3.67	2.50	5.00	3.40
	Southern Glades Youth Academy	Moderate Risk	Dade	Public	3.00	3.00	2.50	3.00	2.90
	Alligator Creek STOP Camp	Low Risk	Bradford	Public	1.00	1.33	2.50	1.00	1.50
<b>Mean Scores</b>					<b>4.61</b>	<b>5.89</b>	<b>5.72</b>	<b>5.65</b>	<b>5.37</b>
<b>PUBLIC OPERATED PROGRAMS MEANS</b>					<b>4.87</b>	<b>6.03</b>	<b>5.84</b>	<b>5.83</b>	<b>5.55</b>

Type of provider	Program Name	Security Level	School District	Educational Provider	Standard				Mean
					1	2	3	4	
<b>NOT-FOR-PROFIT DAY TREATMENT PROGRAMS</b>									
<b>Not for Profit</b>	PACE Broward	Prevention	Broward	PACE Center for Girls, Inc.	6.33	7.00	6.67	7.00	6.67
	New Port Richey Marine Institute	Mixed - IP & CR*	Pasco	Associated Marine Institutes, Inc.	5.67	7.00	7.00	6.00	6.56
	PACE Pinellas	Prevention	Pinellas	PACE Center for Girls, Inc.	5.67	7.00	7.00	7.00	6.56
	PACE Immokalee	Prevention	Collier	PACE Center for Girls, Inc.	4.67	6.67	7.33	6.00	6.22
	PACE Volusia-Flagler	Prevention	Volusia	PACE Center for Girls, Inc.	5.00	7.00	6.67	5.00	6.22
	PACE Palm Beach	Prevention	Palm Beach	PACE Center for Girls, Inc.	5.33	7.00	6.00	5.00	6.11
	PACE Marion	Prevention	Marion	PACE Center for Girls, Inc.	5.67	6.33	6.33	7.00	6.00
	Pinellas Marine Institute	Mixed - IP & CR*	Pinellas	Associated Marine Institutes, Inc.	5.67	6.00	6.33	4.00	6.00
	PACE Pasco	Prevention	Pasco	PACE Center for Girls, Inc.	5.00	6.33	6.00	4.00	5.78
	Jacksonville Marine Institute - East	Mixed - IP & CR*	Duval	Associated Marine Institutes, Inc.	5.67	6.00	5.67	6.00	5.77
	PACE Leon	Prevention	Leon	PACE Center for Girls, Inc.	5.00	6.33	6.00	5.00	5.77
	Dade Marine Institute - North	Intensive Probation	Dade	Associated Marine Institutes, Inc.	4.67	6.67	5.67	3.00	5.67
	PACE Duval	Prevention	Duval	PACE Center for Girls, Inc.	4.00	7.00	5.67	5.00	5.56
	PACE Hillsborough	Prevention	Hillsborough	PACE Center for Girls, Inc.	4.33	6.00	6.33	7.00	5.56
	Emerald Coast Marine Institute	Mixed - IP & CR*	Okaloosa	Associated Marine Institutes, Inc.	4.33	7.00	5.00	7.00	5.44
	Escambia Bay Marine Institute	Mixed - IP & CR*	Escambia	Associated Marine Institutes, Inc.	5.00	5.67	5.33	6.00	5.33
	PACE Escambia	Prevention	Escambia	PACE Center for Girls, Inc.	4.00	6.33	5.33	7.00	5.33
	PACE Orange	Prevention	Orange	PACE Center for Girls, Inc.	4.67	6.33	4.33	7.00	5.33
	Tallahassee Marine Institute	Intensive Probation	Leon	Associated Marine Institutes, Inc.	4.67	6.00	5.33	5.00	5.33
	Dade Marine Institute - South	Mixed - IP & CR*	Dade	Associated Marine Institutes, Inc.	4.33	5.67	5.67	6.00	5.22
	PACE Manatee	Prevention	Manatee	PACE Center for Girls, Inc.	4.00	5.67	6.00	4.00	5.22
	Silver River Marine Institute	Mixed - IP & CR*	Marion	Associated Marine Institutes, Inc.	4.00	5.67	5.67	7.00	5.11
	Tampa Marine Institute	Mixed - IP & CR*	Hillsborough	Associated Marine Institutes, Inc.	5.00	5.67	4.67	6.00	5.11
	PACE Alachua	Prevention	Alachua	PACE Center for Girls, Inc.	4.00	5.33	5.33	5.00	4.89
	Gainesville Wilderness Institute	Mixed - IP & CR*	Alachua	Associated Marine Institutes, Inc.	3.33	5.33	5.67	5.00	4.78
	PACE Lower Keys	Prevention	Monroe	PACE Center for Girls, Inc.	3.00	4.67	6.33	4.00	4.67
	PACE Upper Keys	Prevention	Monroe	PACE Center for Girls, Inc.	3.00	4.67	6.33	4.00	4.67
	Gulf Coast Marine Institute - North	Intensive Probation	Manatee	Associated Marine Institutes, Inc.	4.33	4.33	5.33	6.00	4.66
	PACE Dade	Prevention	Dade	PACE Center for Girls, Inc.	4.00	5.00	4.66	5.00	4.56
	PACE Polk	Prevention	Polk	PACE Center for Girls, Inc.	5.67	4.00	4.00	4.00	4.56
	Panama City Marine Institute	Mixed - IP & CR*	Bay	Associated Marine Institutes, Inc.	2.67	5.33	5.67	3.00	4.56

Type of provider	Program Name	Security Level	School District	Educational Provider	Standard				Mean
					1	2	3	4	
	Marine Institute	CR*		Institutes, Inc.					
	Gulf Coast Marine Institute - South	Intensive Probation	Sarasota	Associated Marine Institutes, Inc.	4.33	4.00	5.00	3.00	4.44
	Rainwater Center for Girls	Intensive Probation	Brevard	Crosswinds Youth Services	3.67	5.00	4.13	7.00	4.33
	PACE Treasure Coast (St. Lucie)	Prevention	St. Lucie	PACE Center for Girls, Inc.	3.33	4.00	5.33	3.00	4.22
	Southwest Florida Marine Institute	Mixed - IP & CR*	Lee	Associated Marine Institutes, Inc.	4.00	3.67	4.67	5.00	4.11
	Palm Beach Marine Institute	Mixed - IP & CR*	Palm Beach	Associated Marine Institutes, Inc.	3.33	4.00	4.33	7.00	3.89
	Orlando Marine Institute	Mixed - IP & CR*	Orange	Associated Marine Institutes, Inc.	3.33	3.00	3.33	3.00	3.22
	Florida Ocean Science Institute	Mixed - IP & CR*	Broward	Associated Marine Institutes, Inc.	3.00	2.67	3.33	3.00	3.00
	Central Florida Marine Institute	Prevention	Polk	Associated Marine Institutes, Inc.	1.33	3.00	2.33	4.00	2.22
<b>Mean Scores</b>					<b>4.33</b>	<b>5.50</b>	<b>5.43</b>	<b>5.21</b>	<b>5.09</b>

**NOT-FOR-PROFIT DAY RESIDENTIAL PROGRAMS**

<b>Not for Profit</b>	Camp E-Nini-Hassee	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc.	6.67	6.67	7.00	5.00	6.75
	Bowling Green Youth Academy	Moderate Risk	Hardee	Central Florida Youth Services	6.00	7.33	6.50	6.00	6.63
	Environmental Services	Moderate Risk	Hillsborough	Associated Marine Institutes, Inc.	5.67	7.67	6.50	8.00	6.63
	Walton Learning Center	High Risk	Walton	Radar Group, Inc	6.00	7.00	5.50	7.00	6.25
	Space Coast Marine Institute	Moderate Risk	Brevard	Associated Marine Institutes, Inc.	5.33	6.33	7.00	7.00	6.13
	STEP North (Nassau)	Low Risk	Nassau	Hurricane Island Outward Bound	6.00	6.00	6.50	5.00	6.13
	West Florida Wilderness Institute	Moderate Risk	Holmes	Associated Marine Institutes, Inc.	7.00	6.00	5.00	6.00	6.13
	Eckerd Youth Academy	Low Risk	Pinellas	Eckerd Youth Alternatives, Inc.	6.00	6.33	5.00	6.00	5.88
	Escambia River Outward Bound	Low Risk	Escambia	Hurricane Island Outward Bound	4.67	7.00	6.00	7.00	5.88
	Liberty Wilderness Crossroads Camp	Moderate Risk	Liberty	Twin Oaks Juvenile Development	5.67	6.33	5.50	5.00	5.88
	Walton Learning Center IHH	High Risk	Walton	Radar Group, Inc	5.00	7.00	5.50	7.00	5.88
	Camp E-Ma-Chamee	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc.	5.33	6.33	5.50	7.00	5.75
	Eckerd Intensive Halfway House	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc.	7.67	5.00	3.50	5.00	5.63
	Eckerd Youth Challenge	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc.	5.67	5.33	6.00	5.00	5.63
	Peace River Outward Bound	Low Risk	DeSoto	Hurricane Island Outward Bound	4.33	6.33	6.00	5.00	5.50
	Camp E-Kel-Etu	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc.	4.67	5.33	6.50	5.00	5.38
	Manatee Boot Camp	Moderate Risk	Manatee	Police Athletic League Charter School	4.33	5.66	6.50	6.00	5.38
	Big Cypress Wilderness Institute	Moderate Risk	Collier	Associated Marine Institutes, Inc.	5.33	5.33	5.00	4.00	5.25
	Camp E-Tu-Makee	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc.	6.00	5.33	4.00	6.00	5.25
	Kingsley Center - 6 & 8 Combined	Moderate Risk	DeSoto	Human Services Associates	4.33	6.00	5.00	3.00	5.13

Type of provider	Program Name	Security Level	School District	Educational Provider	Standard				Mean	
					1	2	3	4		
Governmental	Manatee Omega	Maximum Risk	Manatee	Police Athletic League Charter School	4.00	6.33	5.00	3.00	5.13	
	Desoto Correctional Facility	Mixed - Mod & High	DeSoto	Human Services Associates	5.00	4.33	5.50	3.00	4.94	
	Desoto Dual Diagnosis Facility	High Risk	DeSoto	Human Services Associates	4.00	5.00	6.00	3.00	4.89	
	Monticello New Life Center	High Risk	Jefferson	North American Family Institute	4.00	5.00	5.00	2.00	4.63	
	Florida Environmental Institute	Moderate Risk	Glades	Associated Marine Institutes, Inc.	4.00	5.00	4.00	2.00	4.38	
	Manatee Youth Academy	High Risk	Manatee	Police Athletic League Charter School	4.00	5.00	4.00	3.00	4.38	
	Bay Point Schools - Main (West/Kennedy)	Moderate Risk	Dade	Bay Point Schools	4.33	4.67	3.50	5.00	4.25	
	Bay Point Schools - North	Moderate Risk	Dade	Bay Point Schools	2.00	6.33	4.50	2.00	4.25	
	Greenville Hills Academy	Moderate Risk	Madison	DISC Village	2.33	4.67	5.00	3.00	3.88	
	Sarasota YMCA Character House	Moderate Risk	Sarasota	Sarasota Family YMCA, Inc.	3.00	4.67	3.50	4.00	3.75	
	WINGS (Women in Need of Greater Strength)	Moderate Risk	Dade	Associated Marine Institutes, Inc.	3.67	2.33	4.00	2.00	3.25	
	Bay Point - Kendall (Miami Halfway House)	Moderate Risk	Dade	Bay Point Schools	2.67	3.33	3.00	3.00	3.00	
	Forestry Youth Academy	Conditional Release	Levy	Florida Department of Forestry	4.33	7.33	5.50	7.00	5.75	
	<b>Mean Scores</b>					<b>4.82</b>	<b>5.71</b>	<b>5.23</b>	<b>4.76</b>	<b>5.26</b>
	<b>PRIVATE NOT-FOR-PROFIT PROVIDER MEAN</b>					<b>4.44</b>	<b>6.45</b>	<b>5.42</b>	<b>5.99</b>	<b>5.46</b>
<b>PRIVATE FOR-PROFIT DAY TREATMENT PROGRAM</b>										
For Profit	Jacksonville Youth Center	Day Treatment-Sex Offender Program	Duval	Children's Comprehensive Services, Inc.	4.00	4.00	5.67	4.00	4.56	
<b>Mean Scores</b>					<b>4.00</b>	<b>4.00</b>	<b>5.67</b>	<b>4.00</b>	<b>4.56</b>	
<b>PRIVATE FOR-PROFIT RESIDENTIAL PROGRAMS</b>										
For Profit	Avon Park Youth Academy	Moderate Risk	Polk	Securicor New Century	6.67	6.33	7.00	7.00	6.63	
	Cypress Creek Academy	Mixed - High & Max	Citrus	Securicor New Century	5.67	6.67	5.50	7.00	6.00	
	Seminole Work and Learn	Moderate Risk	Leon	Youthtrack, Inc.	5.33	6.33	6.50	6.00	6.00	
	Bay HOPE	Moderate Risk	Bay	Keystone Educational Youth Services	4.33	7.00	6.50	3.00	5.88	
	GOALS	Moderate Risk	Seminole	Affiliated Computer Services (ACS)	3.67	6.33	5.00	5.00	5.00	
	Grove Unique Youth Services (Excel Alternatives-Guys)	Moderate Risk	Seminole	Affiliated Computer Services (ACS)	2.67	6.33	5.50	5.00	4.75	

Type of provider	Program Name	Security Level	School District	Educational Provider	Standard				Mean
					1	2	3	4	
	Vision Quest Okeechobee - Blue Water Full Circle Camp	Moderate Risk	Okeechobee	VisionQuest Ltd.	4.67	5.00	4.00	2.00	4.75
	Vision Quest Okeechobee - Warrington School	Low Risk	Okeechobee	VisionQuest Ltd.	4.00	5.00	4.00	2.00	4.25
	Santa Rosa Residential Facility	Moderate Risk	Santa Rosa	Youth Services International, Inc.	3.00	4.67	4.50	5.00	4.00
	JoAnn Bridges Academy	Moderate Risk	Madison	Correctional Services Corporation	3.00	3.67	4.50	3.00	3.63
	First Step Four Adolescent Services	Low Risk	Seminole	Affiliated Computer Services (ACS)	2.33	2.33	3.00	3.00	2.50
	Tiger Success Center	High Risk	Duval	Correction Services of Florida, LLC	1.00	0.67	1.00	1.00	0.88
			<b>Mean Scores</b>		<b>3.86</b>	<b>5.03</b>	<b>4.75</b>	<b>4.08</b>	<b>4.52</b>
	<b>PRIVATE FOR-PROFIT PROVIDER MEAN</b>				<b>3.87</b>	<b>4.95</b>	<b>4.82</b>	<b>4.08</b>	<b>4.53</b>

\* Mixed Intensive Probation and Conditional Release



## JUVENILE JUSTICE EDUCATIONAL SERVICES SURVEY

**Introduction:** Hello my name is \_\_\_\_\_, and I work for the Florida Department of Education with the Juvenile Justice Educational Enhancement Program. We are trying to determine how best to implement the No Child Left Behind (NCLB) legislation in our juvenile justice schools. In this effort, we want to learn how other states provide educational services in their juvenile justice facilities. If you are interested in the results of our nationwide survey, we would be pleased to share them with you when they are completed.

Do you have a couple of minutes to answer a few questions?

If they are hesitant, say, "It won't take very long".  
If they ask, "What kind of questions?"...Just start the interview.

If not, set up appointment for a better time.

**\*\*\*At the end of each call, please ask the interviewee for the website addresses for any of the agencies, organizations, etc. discussed in the interview.**

### **I. Organization**

This first set of questions will address the organization of your state's juvenile justice facilities.

**Question 1.** Is there one central agency in charge of all custody services for juvenile justice programs in your state?

\_\_\_\_\_ Yes \_\_\_\_\_ No

*(If No, skip to question 2-B)*

What is the name of that agency? \_\_\_\_\_

Contact Number \_\_\_\_\_

State \_\_\_\_\_

**Question 2** Is this the state's:

Corrections Agency \_\_\_\_\_

Juvenile/Youth Agency? \_\_\_\_\_

Child Welfare Agency? \_\_\_\_\_

Other (please describe: this might include a combination of the above agencies)

\_\_\_\_\_

Contact Number \_\_\_\_\_

**Question 2-A.** Are they in charge of all:

Juvenile Detention Centers (Holding Facilities...jail) \_\_\_\_\_

Residential programs (Juveniles live there...prison) \_\_\_\_\_

Day treatment commitment programs (Juveniles go home at night) \_\_\_\_\_

Other Program types (please describe) \_\_\_\_\_

\_\_\_\_\_.

*If there is only one agency in charge of all of the above facilities, then skip to Question 3.*

Contact Number \_\_\_\_\_

**Question 2-B.** Who is in charge of the following program/facility types?

Agency in Charge

Juvenile Detention Centers \_\_\_\_\_

Residential programs \_\_\_\_\_

Day treatment/commitment programs \_\_\_\_\_

Other program types \_\_\_\_\_

Contact Number \_\_\_\_\_

**Question 3.** How many juvenile justice programs, facilities, or institutions exist in your state (this includes city, county, and private organizations not directly under state control)?

Total Number=\_\_\_\_\_

Of these, how many are Juvenile Detention? \_\_\_\_\_

Of these, how many are Residential? \_\_\_\_\_

Of these, how many are Day Treatment/Commitment? \_\_\_\_\_

Of these, how many are Other program types? \_\_\_\_\_

**(Interviewers...for Other program types, make sure these are described above in Question 2-B)**

Contact Number \_\_\_\_\_

**Question 3-A.** Of the total number of institutions...

How many of these are public facilities? \_\_\_\_\_

How many of these are contracted to private agencies? \_\_\_\_\_

Contact Number \_\_\_\_\_

**Question 4.** What is the estimated daily population of your state's juvenile programs and institutions? (In other words, on any given day how many kids are locked up in all facilities?)

Contact Number \_\_\_\_\_

**Question 5.** What is the age range of juveniles in all of your state's juvenile justice programs and institutions?

Contact Number \_\_\_\_\_

## **II. Residential Facilities**

The next set of questions will only deal with the juvenile residential facilities in your state. We are interested in all of your residential programs including those which are locally operated, state operated, or privately operated.

**Question 6.** What is the age range of juveniles in your residential facilities?

Contact Number \_\_\_\_\_

**Question 6-A.** What is the average size (number of beds) of your residential facilities?

Contact Number \_\_\_\_\_

**Question 6-B.** What is the size of your largest residential facility?

Contact Number \_\_\_\_\_

**Question 6-C.** What is the size of your smallest residential facility?

Contact Number \_\_\_\_\_

**Question 6-D.** What is your estimated student/teacher ratio in residential facilities?

Contact Number \_\_\_\_\_

State \_\_\_\_\_

**Question 7.** What percentage of your juvenile youths in residential facilities is identified as having special education needs?

Contact Number \_\_\_\_\_

### **III. Educational Services**

The next set of questions will only deal with the educational services provided in the juvenile justice detention, residential and day treatment commitment facilities of your state

**Question 8.** Who is the educational services provider for juveniles in your state's facilities?

State education agency \_\_\_\_\_

State correctional agency \_\_\_\_\_

Local school districts \_\_\_\_\_

Local facility operators \_\_\_\_\_

Correctional school districts \_\_\_\_\_

Other special school districts \_\_\_\_\_

Private providers \_\_\_\_\_

Others (please describe) \_\_\_\_\_

Contact Number \_\_\_\_\_

**Question 8-A.** Are the teachers employed by a... **(Check all that apply)**

State education agency \_\_\_\_\_

State correctional agency \_\_\_\_\_

Local school districts \_\_\_\_\_

Local facility operators \_\_\_\_\_

Correctional school districts \_\_\_\_\_

Other special school districts \_\_\_\_\_

Private providers \_\_\_\_\_

Others (please describe) \_\_\_\_\_

Contact Number \_\_\_\_\_

**Question 9.** Are any of your juvenile justice education programs privatized?

Yes \_\_\_\_\_ No \_\_\_\_\_

**(If No, skip to question 10).**

Contact Number \_\_\_\_\_

Question 9-A. If yes, how many programs?

Contact Number \_\_\_\_\_

Question 9-B. Who oversees the contracts for your privatized educational programs?

Contact Number \_\_\_\_\_

Question 10. What agency is ultimately responsible, or in charge of, education in your juvenile facilities? (Note to interviewer: This is different from questions 8-8A)

Contact Number \_\_\_\_\_

Question 10-A. What type of agency is this?

- DOE \_\_\_\_\_
- Local School District \_\_\_\_\_
- Juvenile Corrections agency \_\_\_\_\_
- Adult Corrections agency \_\_\_\_\_
- Other (please describe) \_\_\_\_\_

Contact Number \_\_\_\_\_

Question 10-B. Are there any educational programs (including those which are locally operated) that this agency is not responsible for?

Yes  No  
(If No, skip to question 11).

Contact Number \_\_\_\_\_

Question 10-C. If yes, Who is responsible for the education provided in these facilities?

Contact Number \_\_\_\_\_

## **IV. Evaluation/Accountability**

The next set of questions will address the collection and analysis of educational outcome data for your state's juvenile justice programs and facilities. This might include outcomes such as student progress, recidivism rates, or graduation rates.

Question 11. Does your state publish an annual report on juvenile justice schools? If so, can you send it to us? Or, if it is online, what is the website where it is located?

State \_\_\_\_\_

**Interviewers: If they are sending a report, please have them address it as seen below...**

Attn: Annual Report Collection  
 Juvenile Justice Educational Enhancement Program  
 Florida State University  
 325 John Knox Rd. Bldg. L., Suite 102  
 Tallahassee, Florida 32303

**If the report is online, note the website address \_\_\_\_\_ and then when you have completed the survey, go to the web and print out the annual report.**

Contact Number \_\_\_\_\_

**Question 12.** Does your state have any evaluation data or educational outcomes for youth in its juvenile justice education facilities?

Yes \_\_\_\_\_ No \_\_\_\_\_

*(If No, skip to Question 13).*

Contact Number \_\_\_\_\_

**Question 12-A.** What specific outcomes does your state use?

Recidivism rates \_\_\_\_\_

Return to school \_\_\_\_\_

Pre/post test scores (NOT a statewide assessment that is used in all schools) \_\_\_\_\_

State Assessment (e.g. FCAT [Florida Comprehensive Assessment Test] that is used in all schools) \_\_\_\_\_

Other (please describe) \_\_\_\_\_

\_\_\_\_\_.

Contact Number \_\_\_\_\_

**Question 12-B.** Are these student outcomes or data used to assess or evaluate the performance of juvenile justice education programs?

Contact Number \_\_\_\_\_

**Question 12-C.** How are data physically collected?

Program self-report \_\_\_\_\_

Management Information System (MIS) \_\_\_\_\_

Other (please describe) \_\_\_\_\_

\_\_\_\_\_.

Contact Number \_\_\_\_\_

**Question 12 D.** If using an MIS, is the information submitted to the state annually, or is it updated immediately upon entering into the system? (For example, is it a “real-time” system wherein the programs enter the information, or is it sent to the state for data entry?)

Contact Number \_\_\_\_\_

## **V. NCLB**

The next set of questions will address how your state plans to implement the No Child Left Behind Act.

**Question 13.** How does your state plan to meet the highly-qualified-teacher requirements?

Contact Number \_\_\_\_\_

**Question 13-A.** How does your state plan to meet the juvenile justice program evaluation requirement in Title I, Part D of NCLB?

Contact Number \_\_\_\_\_

**Question 13-B.** Are any of your juvenile justice schools included in your Adequate Yearly Progress (AYP) calculations?

\_\_\_\_ Yes      \_\_\_\_ No

Contact Number \_\_\_\_\_

## **VI. Educational Quality**

The next set of questions addresses the quality of educational services provided in your state's juvenile justice programs and institutions.

**Question 14.** Do you currently have a process for monitoring or evaluating the quality of educational services provided to youths in your state's juvenile justice system?

\_\_\_\_ Yes      \_\_\_\_ No

*(If No, skip to Question 15).*

Contact Number \_\_\_\_\_

State \_\_\_\_\_

**Question 14-A.** How does your state monitor or evaluate these services?

On-Site Evaluations \_\_\_\_\_

Program Self-Report \_\_\_\_\_

Use of a formal evaluation instrument \_\_\_\_\_ **If yes**, what is its name?

Other (please describe) \_\_\_\_\_

Contact Number \_\_\_\_\_

**Question 14-B.** Is your state using the monitoring or evaluation results to improve the services offered to juvenile justice youths?

\_\_\_\_\_ Yes \_\_\_\_\_ No

Contact Number \_\_\_\_\_

**Question 14-C.** How often is each program or facility evaluated?

Contact Number \_\_\_\_\_

**Question 14-D.** Who conducts the evaluations?

Contact Number \_\_\_\_\_

**Question 15.** Does your state currently have a process for providing technical assistance to lower performing programs to help them improve their educational practices?

\_\_\_\_\_ Yes \_\_\_\_\_ No

*(If No, skip to question 16).*

Contact Number \_\_\_\_\_

**Question 15-A.** **If yes**, who is in charge of providing this assistance, and what type of agency are they?

Contact Number \_\_\_\_\_

**Question 15-B.** Are there consequences for programs that do not improve as a result of the provided technical assistance or monitoring?

\_\_\_\_\_ Yes \_\_\_\_\_ No

*(If No, skip to the next section).*

Contact Number \_\_\_\_\_

**Question 15-C.** **If yes**, what are those possible consequences?

Contact Number \_\_\_\_\_



## **VI. Lawsuits/Organizational Change**

The Florida juvenile justice system came under scrutiny from the federal courts as a result of a federal class action lawsuit in 1983, in the case of *Bobby M. v. Martinez*. In response to the *Bobby M.* case, the Juvenile Justice Act of 1990 completely revamped Florida's juvenile justice system. The next set of questions will address any changes to your juvenile justice system that might have occurred as a result of a similar lawsuit.

**Interviewer:** Please refer to the State Summary Form to determine if this state has experienced a lawsuit against their juvenile justice services. In the space provided, indicate if this state has experienced such a lawsuit.

Yes  No

*(If No, skip to question 16-A)*

**Question 16.** Your state experienced a similar lawsuit(s) in the case(s) of \_\_\_\_\_ . Has your state been involved in any lawsuit(s) in addition to the one(s) I just named?

Yes  No

*If No, Skip to 16-B*

**If Yes,** What was the name and year of that lawsuit?

*(Skip to 16-B)*

Contact Number \_\_\_\_\_

**Question 16-A.** Has your state experienced a lawsuit similar to that of the *Bobby M.* case here in Florida?

Yes  No

**If Yes,** What was the name and year of that lawsuit?

*(If No, end the interview here)*

Contact Number \_\_\_\_\_

State \_\_\_\_\_

**Question 16-B.** Was your state operating under the current organizational structure, as discussed earlier in the interview (See note below\*\*\*) when lawsuit(s) \_\_\_\_\_ (please refer to by name) were brought against it?

\_\_\_\_\_ Yes \_\_\_\_\_ No  
*(If Yes, end the interview here).*

**\*\*\*Note to Interviewers: If the person answering these questions is different from the person you spoke with earlier about the state's organizational structure, you may have to tell them the state's organizational structure.**

Contact Number \_\_\_\_\_

**Question 16-C.** Did the agency in charge of your state's juvenile justice education change as a result?

\_\_\_\_\_ Yes \_\_\_\_\_ No  
*(If No, skip to Question 16-E)*

Contact Number \_\_\_\_\_

**Question 16-D.** What was the name of the agency that was in charge of juvenile justice education at the time of the lawsuit?

Contact Number \_\_\_\_\_

**Question 16-E.** Did the agency in charge of custody care of your juveniles change as a result of the lawsuit(s)?

\_\_\_\_\_ Yes \_\_\_\_\_ No  
*(If No, skip to Question 17)*

Contact Number \_\_\_\_\_

**Question 16-F.** What was the name of that agency that was in charge of custody care for juvenile justice at the time of the lawsuit?

Contact Number \_\_\_\_\_

**Question 17.** Did your state's evaluation or accountability system change as a result of the lawsuit(s)?

\_\_\_\_\_ Yes \_\_\_\_\_ No  
*(If No, end the interview here)*

Contact Number \_\_\_\_\_

Question 17-A. How did your state's evaluation or accountability system change?

**\*\*\*At the end of each call, please ask the interviewee for the website addresses for any of the agencies, organizations, etc. discussed in the interview.**

## STUDENT CLIMATE SURVEY

1. Age: \_\_\_\_\_
2. Race/Ethnicity:  
     White \_\_\_\_\_                      Hispanic \_\_\_\_\_  
     Black \_\_\_\_\_                      American Indian \_\_\_\_\_  
     Asian \_\_\_\_\_                      Multi-racial \_\_\_\_\_
3. How long have you been at this program (weeks or days)? \_\_\_\_\_
4. What grade are you currently in? \_\_\_\_\_
5. Do you have a diploma? \_\_\_\_\_
6. Do you have a GED: regular/standard or special? \_\_\_\_\_

Answer the following questions about how you feel about your school. **Circle One**

7.	I feel safe at this school.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>	
8.	I have fun learning at this school.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>	
9.	My classes are too easy.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>	
10.	I like this school better than my last public school.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>	
11.	My classes are too hard.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>	
12.	I am learning at this school.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>	
13.	When you have a problem, who in the program do you feel most comfortable talking to?	<b>Principal</b>	<b>A Teacher</b>	<b>Program Staff</b>	<b>Counselor</b>	<b>Other Students</b>	<b>Do not feel comfortable talking with anyone</b>

Answer the following questions about the teachers at your school. **Circle One**

14.	My teachers care about me.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
15.	My teachers treat me with respect.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
16.	My teachers listen to my ideas.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
17.	My teachers believe that I can learn.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
18.	My teachers treat students fairly.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
19.	My teachers know how to explain things so that I can understand them.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
20.	My teachers encourage me to do well in school.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
21.	My teachers serve as my role models or mentors.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>

Answer the following questions about your classes. **Circle One**

22.	In my classes, time is spent listening to the teacher formally teach to the whole class.	<b>Almost Never</b>	<b>Once a week</b>	<b>2-4 times a week</b>	<b>Once per day</b>	<b>More than once per day</b>
23.	In my classes, time is spent working on my own.	<b>Almost Never</b>	<b>Once a week</b>	<b>2-4 times a week</b>	<b>Once per day</b>	<b>More than once per day</b>
24.	In my classes, time is spent reading.	<b>Almost Never</b>	<b>Once a week</b>	<b>2-4 times a week</b>	<b>Once per day</b>	<b>More than once per day</b>
25.	In my classes, time is spent answering questions from a book or worksheet.	<b>Almost Never</b>	<b>Once a week</b>	<b>2-4 times a week</b>	<b>Once per day</b>	<b>More than once per day</b>
26.	In my classes, time is spent working on	<b>Almost Never</b>	<b>Once a week</b>	<b>2-4 times a week</b>	<b>Once per day</b>	<b>More than once per day</b>

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hands-on projects.

27.	In my classes, time is spent working on computers.	<b>Almost Never</b>	<b>Once a week</b>	<b>2-4 times a week</b>	<b>Once per day</b>	<b>More than once per day</b>
28.	In my classes, my teachers work with students in small groups.	<b>Almost Never</b>	<b>Once a week</b>	<b>2-4 times a week</b>	<b>Once per day</b>	<b>More than once per day</b>
29.	In my classes, my teachers ignore me.	<b>Almost Never</b>	<b>Once a week</b>	<b>2-4 times a week</b>	<b>Once per day</b>	<b>More than once per day</b>
30.	In my classes, my teachers give me individual help.	<b>Almost Never</b>	<b>Once a week</b>	<b>2-4 times a week</b>	<b>Once per day</b>	<b>More than once per day</b>

Answer the following questions about your family. **Circle One**

31.	How often do you communicate with your family?	<b>Never</b>	<b>Almost Never</b>	<b>Every couple of months</b>	<b>Monthly</b>	<b>Once per week</b>	<b>More than once per week</b>
32.	How often does someone from your school communicate with your family?	<b>Never</b>	<b>Almost Never</b>	<b>Every couple of months</b>	<b>Monthly</b>	<b>Once per week</b>	<b>More than once per week</b>
33.	Does someone from the school communicate with your family about how you are doing in class?	<b>Yes</b>			<b>No</b>		

Answer the following questions about your plans once you leave the program. **Circle One**

34.	Do you plan to return to school when you leave the program?	<b>Yes</b>			<b>No</b>
35.	Is someone at the program helping you get your diploma or return to public school?	<b>Yes</b>			<b>No</b>

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36.	Once I leave the program, completing my education is important to me.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
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37.	Once I leave the program, getting a job is important to me.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
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38. What do you like most about this school?

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39. What do you like least about this school?

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40. What is better at this school compared to the last public school you attended?

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41. What is worse at this school compared to the last public school you attended?

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42. How is the school preparing you for when you leave this program?

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43. If you were in-charge of the school, what is the biggest thing you would change?

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## TEACHER CLIMATE SURVEY

State \_\_\_\_\_

1. What classes do you teach? **Check all that apply.**

English \_\_\_\_\_                      Social Studies \_\_\_\_\_                      Other (list) \_\_\_\_\_  
 Mathematics \_\_\_\_\_                      Science \_\_\_\_\_  
 Vocational \_\_\_\_\_                      Electives \_\_\_\_\_

2. List your areas of certification.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is your level of certification?

Statement of eligibility \_\_\_\_\_                      Temporary professional \_\_\_\_\_  
 Professional \_\_\_\_\_                      Not certified \_\_\_\_\_

4. How long have you been teaching (in years)? \_\_\_\_\_

5. How long have you been teaching at this program (in months)? \_\_\_\_\_

Answer the following questions about your school.

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
6.	I feel safe at this school.					
7.	I belong at this school.					
8.	I am recognized for my work.					
9.	I believe that every student can learn.					
10.	I am effective at teaching the classes assigned to me.					

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	The school's instructional materials are appropriate for my students' needs and ability levels.					
12.	Quality work is expected of me.					
13.	I am <u>not</u> recognized for my work and achievements.					
14.	The school provides an atmosphere where every student can succeed.					
15.	I look forward to going to work every day.					
16.	I enjoy working at a juvenile justice school more than working at a public school.					
17.	I feel that more importance is placed on program needs than education.					
<b>I work effectively with:</b>						
18.	Special education students.					
19.	Limited English speaking students.					
20.	Ethnically diverse students.					

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	
21.	Lower achieving students.						
<b>I believe student achievement can increase through:</b>							
22.	Teacher use of student achievement data.						
23.	Integrating instruction across curricula.						
24.	Thematic instruction.						
25.	Class lecturing.						
26.	Cooperative learning.						
27.	Students working independently.						
28.	Working individually with students.						
29.	Use of computers.						
30.	Close personal relationships between teachers and students.						
		<b>Books</b>	<b>Computers</b>	<b>Audio/Visual</b>	<b>Lecture</b>	<b>Hands -on Projects</b>	<b>Other (list)</b>
31.	What is the foundation of your curriculum?						

Morale is high on the part of:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
32.	Teachers.					
33.	Students.					
34.	Support staff.					
35.	Administrators.					

Answer the following questions about your school administrators.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
36.	I feel that am respected by my school administrators.					
37.	School administrators communicate clearly.					
38.	School administrators communicate in a timely manner.					
39.	Administrators provide the resources needed to be an effective teacher.					
40.	My administrator is an effective instructional leader.					

41. Why did you choose to work at a juvenile justice school?

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42. Please describe any frequently occurring problems at this school?

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43. What areas of this school would you consider to be outstanding?

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44. Do you spend more time with particular students? If so, what particular types of students? (i.e. students with behavioral problems or learning disabilities, younger or older students)

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45. What are the major impediments to effectively teaching at this program?

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46. What is your biggest complaint about working here?

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47. What is the best thing about working here?

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48. What would you change about the operation of this school?

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49. What characteristics of this school make it better than teaching at a public school?

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JJEEP 2005 Work Papers

Program Name & School Number: \_\_\_\_\_

Review Date: \_\_\_\_\_

School District: \_\_\_\_\_ Reviewer(s): \_\_\_\_\_

**Education Staff Information - NOTHING ON THIS FORM MAY BE LEFT BLANK**

This is also a work form for QA. The data collected will assist you in rating Indicator 7.

Max Periods Taught Per Day: \_\_\_\_\_

**Include teachers and on-site education support/administration (Lead Educator, Principal/ Assistant Principal, ESE and Guidance).**

**For the Duties field: Enter 'Primary', 'Yes,' or 'No' on every line. Each person MUST have one primary (and only one primary). For Admin (A), ESE (E), and Guidance (G), any time amount over 5% enter 'yes,' then determine if 'primary.' Teaching (T) one class or more enter 'yes' or 'primary.' If the instructor does not have an SOE but has submitted an application for one, mark "SOE" as the certification type.**

Teacher Information		Names of all <i>credit bearing</i> classes taught. Specify whether each course is high school, middle school, or both. Specify which courses are electives and/or vocational. For each course, specify whether self-contained.	Duties: See methodology for directions	Specific Area(s) of Certification AND Type of Certification If Expired, indicate level of Expired Certificate • Prof • Temp • SOE • Adult Ed • Voc teaching cert (DOE) • Voc teaching cert (District) • Trade License • District Approval • Non-Cert • Expired		Years of Prof Experience (Teaching, ESE, Guidance, or Admin)	F/T or P/T employment with this specific program
Name:		1)	T=	<b>Area of Certification</b>	<b>Type of Certification</b>	Total Years F/T prof. teaching	<input type="checkbox"/> FT
		2)	A=	1)			
Male or Female	# periods taught daily	3)	E=	2)		Total months teaching at this program	<input type="checkbox"/> PT
		4)	G=	3)			
Name:		1)	T=	1)		Total Years F/T prof. teaching:	<input type="checkbox"/> FT
		2)	A=	2)			
Male or Female	# periods taught daily	3)	E=	3)		Total months at this program	<input type="checkbox"/> PT
		4)	G=	4)			



## **APPENDIX I**

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**Educational  
Quality  
Assurance  
Standards for**

**Alternative Education  
Schools  
2004**

*Educational  
Quality Assurance  
Standards for*

**Alternative Education  
Schools**

**2004**

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## **Preface**

The goal of this project is to create a methodology for evaluating alternative education schools and programs that can be implemented across the state of Florida. The cornerstone of this methodology is the Quality Assurance (QA) Process that is currently in place in Volusia County. This process was adapted for alternative education schools and is a modified version of the QA process that is used by the Juvenile Justice Educational Enhancement Program (JJEPP) to evaluate educational programs in Florida's juvenile justice facilities.

### **What are Alternative Education Schools/Programs?**

The term alternative education broadly refers to public schools which have been set up by individual school districts within the state of Florida to serve populations of students who are not succeeding in the traditional public school environment. Alternative schools offer students who are failing academically or may have learning disabilities or behavioral problems an opportunity to achieve in a different setting.

### **Mission Statement**

The mission is that each student who is assigned to an Alternative Education School receives high quality and comprehensive educational services that increase that student's potential for future success. This project's three main functions are to:

- conduct annual QA reviews of Alternative Education Schools in the state of Florida.
- conduct research that identifies most promising educational practices.
- provide annual recommendations to DOE, aimed ultimately at ensuring the successful transition of students back into the community, school, and/or work settings.

### **Vision Statement**

The vision is for each Alternative Education School in the state of Florida to be of such high quality that all young people who make the transition back to their home/zoned school will be prepared to return as successful and well-educated citizens.

## **Introduction**

The purpose of these standards is school evaluation and accountability for educational services provided by an alternative school. The quality assurance review process represents an important method for assisting school districts in achieving and maintaining high-quality alternative education schools, thereby ensuring that students enrolled in alternative schools receive quality and comprehensive educational services that increase that student's potential for future success.

## **History of the Educational Quality Assurance Standards**

In 1995, Florida DOE staff developed the first set of QA standards to encourage continuous improvement in juvenile justice educational programs. One set of standards for all types of programs was drawn from special education performance standards and statutory authority. The standards focused upon administration and evaluated each program's philosophy, procedures, and approach to education. The standards were revised 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 JJEPP. During that year, JJEPP conducted an extensive literature review on promising and best educational practices for delinquent and at-risk youths, and hosted five regional meetings 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, JJEPP, 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 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. In 2001, President Bush signed the No Child Left Behind Act (NCLB), the reauthorization of the Elementary and Secondary Education Act of 1965. This legislation is having far-reaching impact upon school performance and accountability throughout the country.

In 2002, JJEPP created standards for Alternative Education schools for a pilot project to be implemented in Volusia County, Florida. A literature review was again performed to ascertain the most promising and best practices for at-risk youth enrolled in alternative education schools. The initial standards reflected the findings of this initial review, but the standards have continued to be revised each year based on ongoing best practice evaluation research and new legislative requirements.

## Reference Points for the Educational Quality Assurance Standards

As noted previously, the QA standards are based on state and federal requirements. When evaluating programs, reviewers draw upon this legislation and DOE references. While schools are required to follow all state statutes and rules, the following are most directly related to alternative education schools.

*No Child Left Behind Act of 2001 (NCLB) (P. L. 107-110).* The overall purpose of this Act is to ensure that students in every classroom have well-prepared teachers, research-based curriculum, and a safe learning environment. NCLB ensures that all students have a fair and equal opportunity to reach proficiency in state academic achievement standards and state academic assessments.

*Individuals with Disabilities Education Act (IDEA) (Section 1407, 20 U.S.C. [1997]).* IDEA promotes the concept that every child is entitled to a free and appropriate public education, and mandates that eligible children with disabilities have available to them exceptional student education (ESE) and related services designed to address their unique educational needs and prepare them for employment and independent living.

*Section 1003.53, Florida Statutes (Dropout Prevention and Academic Intervention).* This statute provides a description of alternate education programs and describes the eligibility criteria for students to attend these programs.

*Florida Course Code Directory and Instructional Personnel Assignments.* State Board of Education Rule 6A-1.09441, FAC, requires that programs and courses that are funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation must be listed in the *Course Code Directory*.

*Section 504 of the Rehabilitation Act – Nondiscrimination Under Federal Grants and Programs.* Section 504 requires the provision of a free appropriate education, including individually designed programs, for applicable students. “Appropriate” means an education comparable to the education provided to non-disabled students. A student is eligible for Section 504 services as long as he or she meets the definition of qualified disabled person; i.e., he or she has or has had a physical or mental impairment that substantially limits a major life activity or is regarded as disabled by others. The student is not required to need special education in order to receive Section 504 services.

## **METHODOLOGY**

### **QA Review Protocol**

JJEEP's methodology for reviewing Alternative Education Schools/Programs consists of interviews, observations, document reviews, and self-report information. The following section describes the QA methods. The following is a modified version of the QA methods that was published in the JJEEP's 2003 Annual Report (citation).

### **QA Review Methods**

The QA review process uses multiple data sources to evaluate the quality of each school. 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 alternative education school.

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.

Each school will be reviewed annually, preferably within the fall semester. QA reports, with both QA scores and reviewers' recommendations, will be written within two weeks of the review being performed. These reports will be forwarded to the school and the school district offices.

### **Self-Report Survey**

A self-report survey will be mailed to the school approximately one academic semester after the QA review is performed. The survey will request that the school provide information in regards to the recommendations that were provided during the previous QA review. The feedback will allow the researcher to ascertain whether the school is implementing the policy changes that are suggested, which is a measure of the school's compliance with the QA process. Additionally, the self-report survey will be used to track the policy and procedure changes within the school that have occurred due to QA reviews. The information contained in the completed survey will be validated and augmented, if necessary, by the reviewer(s) during the next QA review that will occur during the following academic year.

## QA Rating Guidelines

External factors often impact educational quality and, therefore, may be identified within the QA report. The educational QA process is concerned with determining the level of educational services provided to students, however, and external control factors will not influence ratings.

For each school, an average score of all applicable indicators under each of the four QA standards will be calculated. This is called the *mean QA review score for a QA standard* or the *standard mean*. Additionally, for each school, an overall average score for the four QA standards will be calculated. This is called the *overall mean*.

Six categories of overall performance will be used to identify and divide schools based on the overall mean of their QA review scores. There are two types of indicators: performance and compliance. For performance indicators, schools 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, schools may receive ratings of full compliance (rating of 6), substantial compliance (rating of 4), or noncompliance (rating of 0).

### **Superior Performance – Rating of 7, 8, or 9**

The expected outcome of the indicator is clearly being met; there are very few, if any 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.

### **Satisfactory Performance – Rating of 4, 5, or 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.

### **Partial Performance – Rating of 1, 2, or 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.

### **Nonperformance – Rating of 0**

The expected outcome of the indicator is clearly not being met, and the specific requirements of the indicator are not being significantly addressed.

### **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.

### **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.



**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.

The Department of Education (DOE) has identified certain key indicators as priority indicators in the Alternative School Educational Standards. Six priority indicators have been recognized. They are designated in the standards by the word “PRIORITY” immediately after the number and title of the indicator. These indicators represent critical areas that require immediate attention if the school is operating below expected standards. A school must, therefore, achieve at least a rating of “satisfactory” (a minimum score of “4”) on each priority performance indicator and a rating of “substantial compliance” (a score of “4”) on each priority compliance indicator.

The six priority indicators

- E1.03 On-Site Transition: Student Planning
- E1.06 Exit Transition
- E2.01 Curriculum: Academic
- E2.04 Support Services
- E4.02 Instructional Personnel Qualifications
- E4.06 Funding and Support

Two compliance indicators have been identified in the educational quality assurance standards for 2004. Compliance indicators are assigned a rating of either “6” (“full compliance”), “4” (“substantial compliance”), or “0” (“noncompliance”).

- E1.01 Placement Process and Enrollment
- E2.04 Support Services

## 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 their zone school and/or work settings.

### **E1.01 Entry Transition: Placement Process and Enrollment**

#### **Performance Indicator**

The expected outcome of this indicator is that students are properly enrolled so they may progress toward a high school diploma or its equivalent (GED).

### **E1.02 Entry Transition: Assessment**

#### **Performance Indicator**

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and behavioral/social strengths and weaknesses 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 schools develop Individual Academic Plans (IAPs) for non-ESE students and individual educational plans (IEPs) including a modified Reading AIP for targeted students or 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 lengths of stay.

### **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 Exit Transition**

#### **Performance Indicator (PRIORITY)**

The expected outcome of this indicator is that the school assists students with reentry into their zone school and/or work settings and transmits educational exit portfolios to appropriate personnel at the students' next educational placements.

## **E1.01 Entry Transition: Placement Process and Enrollment**

### **Performance Indicator**

#### **Intent**

The expected outcome of this indicator is that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

#### **Process Guidelines**

The school has an individual school number and entry transition activities that include

- when the most current records are not present, making requests for student educational records, transcripts, withdrawal forms, and ESE records, including records requests for out-of-county students or students returning to the county
- 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 course schedules in student files
- an orientation and staffing for all students that includes a review of the student's school history to identify attendance, academic, or behavioral issues; and a review of current school expectations for attendance, academic performance, and behavior

## Interpretive Guidelines

If there are minor exceptions, but the expected outcome of this indicator is clearly being met, the indicator may be rated as “substantial compliance.”

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 placement specialist, ESE staffing specialist, registrar, data entry clerk, other appropriate personnel, and students

## Clarification

Students should be enrolled in the MIS upon entry into the school. Record requests for out-of-county students or students who are returning to the county should be documented. Parents and students should be present at the school’s orientation process and/or entry staffing. The purpose of the orientation meeting is to review past school performance with parents and students and to clarify the alternative schools expectations regarding attendance, behavior, and academic performance. Parents and students should receive copies of relevant school policies.

## Compliance Rating

- |   |   |
|---|---|
| <input type="checkbox"/> Full Compliance        | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> 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 behavioral/social strengths and weaknesses in order to individually address the needs of the students.

#### **Process Guidelines**

The school has entry transition activities that include

- academic assessments for reading, language arts, and mathematics for diagnostic and prescriptive purposes to be used by all instructional personnel; administered within five (5) days of the student's entry into the school
- social/life skills assessments within five (5) days of the student's entry into the school
- comprehensive behavioral assessments administered by sending school prior to entry

## 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

## Clarification

Assessment measures shall be appropriate for the student's age, grade, and language proficiency 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 school's curriculum and all assessments, including academic, behavioral, intelligence, and personality, should be administered according to the publisher's administrative manual and be an adequately licensed professional. Assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels (this cannot be done with intelligence or IQ tests- there is a refractory period). Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. Behavioral and social skills assessments should be used to determine students' behavioral deficiencies and social skills aptitudes. These assessments should clarify student needs and aid in ascertaining student goals and guide students and faculty in facilitating appropriate adaptive behavior. A behavioral assessment utilizes comprehensive methods from a variety of sources. For example, interviews should be conducted with the student, the student's parents/guardians, peers, and teachers. This information should be compared and combined with information that has been collected from the student's cumulative folder in regards to past behavioral history, student's familial background, intelligence testing, neurological testing, and personality assessments.

## 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**

The expected outcome of this indicator is that schools 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 school 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 school (excluding weekends and holidays). IAPs are required for all students and should be specific to all areas in need of remediation.
- developing IAPs that include specific and individualized long-term goals and short-term instructional objectives for academics (reading, language arts, and mathematics), and social/behavioral skills; identify 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 school; including participating prior to change of placement in IEP review and determination for change of placement to ascertain if the alternative school is an appropriate setting and modifying the IEP if needed; IEP goals and objectives should be specific, individualized, measurable and observable in order to meet students' academic, social and/or emotional needs

## 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

IAPs should document student needs and identify strategies that assist students in meeting their potential. Long-term educational goals and short-term instructional objectives are only required for identified deficiencies in reading, language arts, math, behavior and/or social skills. 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 required by federal and state laws. School personnel should participate in all change of placement determination meetings prior to student entry and ensure the change of placement is the most appropriate setting for the student. 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 school must document soliciting parent involvement in the IEP development or change of placement process. Parents should receive a copy of all rights afforded to ESE students. Behavioral/social goals should be individualized and address the needs and deficiencies of each student. These goals should be ascertained from the behavioral assessment completed by the sending school. Students should be given incentives to reach their behavioral goals through positive reinforcement, such as a token economy system that utilizes rewards, school sponsored social activities, community sponsored prizes, or community sponsored events.

## 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 length of stay.

#### **Process Guidelines**

The school documents that students have attained sufficient academic gains through

- the review of students' academic and behavioral/social skills 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 who dates and signs the document
- the use of a student evaluation system with regular and monthly progress reports as determined by achievement of goals in IAPs and IEPs via instructional personnel observations, continuing assessment, 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, student study team notes, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe student study teams (when possible) and educational settings

## Clarification

The student and an educational representative should regularly review progress made toward achieving the goals and objectives written on IAPs and IEPs. Goals and objectives should be revised to reflect student progress and/or adjusted to address the varying strengths and weaknesses of the student. 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. Progress reports should address both academic and behavioral areas.

## 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**

Documented guidance services are provided regularly to all students by guidance counselors and/or staff members who are knowledgeable of and responsible for

- 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 school and/or work
- recommending and offering information about services that are available from community agencies (physical health, mental health, and social services)
- working with community services to offer every part of available guidance to the student

## 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 academic transition, and social skills activities. Individuals delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements and diploma options, and post secondary opportunities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments, (2003-2004)*, the school district's pupil progression plan, state and district-wide assessments, requirements for high school graduation, including all diploma options, and post-secondary educational options. Students will be expected to have knowledge of their credits, grade level, and diploma option to verify that individuals delivering guidance services are communicating this information to students.

## 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 Exit Transition

### Performance Indicator (PRIORITY)

#### Intent

The expected outcome of this indicator is that the school assists students with reentry into zoned school or work alternative school options, and transmits educational portfolios to appropriate personnel in the student's home community.

#### Process Guidelines

The school has exit transition activities that include

- documenting that exit staffings or transition meetings occur with parental, student, and receiving school participation that assist students with successful transition to their next educational placement
- developing an age-appropriate exit plan for each student that identifies, at a minimum, desired diploma option, continuing education needs and goals, next educational placement, and continuing behavioral/social goals with complimentary community physical and mental health and social services; the transition plan must identify persons who will support the student at the receiving school and assist the student with meeting their transitional goals, and the exit plan is provided to the student, parent/guardian, and all support personnel
- documenting transmittal of the educational exit portfolio, which includes the following items to the student's next educational placement prior to or at the time of exit
  - cumulative folder
  - alternative education records
  - Computer Assisted Instruction portfolio
  - exit transition plan

## Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review current educational files of students preparing for exit, closed educational files, and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, student study team members, other appropriate personnel, and students
- observe student exit staffings, when possible

## Clarification

The school 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 alternative and zone school personnel. Change of placement for ESE students should occur during the transition meeting. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. The school must identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement when appropriate. Support personnel in the student's zoned school may include counselors, teachers, coaches, or other appropriate personnel who are willing to assist the student with a successful transition into their course work and other school activities. In order to assist with a smooth transition, students should remain at the alternative education school until the end of the nine-week grade period and/or semester. The transition plan should also address community support services that are available to the student and how they can be reached and acquired.

## 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

## **Standard Two: Educational Service Delivery**

The service delivery standard is comprised of five key indicators that address curriculum, instructional delivery, 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: 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 a high school diploma or its equivalent.

### **E2.02 Literacy and Reading**

#### **Performance Indicator**

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.

### **E2.03 Instructional Delivery**

#### **Performance Indicator**

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

### **E2.04 Support Services**

#### **Compliance Indicator (PRIORITY)**

The expected outcome of this indicator is that schools provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

### **E2.05 Attendance**

#### **Performance Indicator**

The expected outcome of this indicator is that students maintain regular school attendance, which ensures they receive ongoing and consistent educational services.

## 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 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 and prior educational records and include

- elementary, middle, and secondary educational programs that address, English, math, social studies, and science curriculum as needed to address individual student's needs including
  - lesson plans, materials, and activities that are flexible and reflect cultural diversity and the individual needs of the students
  - instruction in reading, writing, and mathematics
  - modifications and accommodations as appropriate to meet the needs of all students
  - social studies and science instruction as needed for high school graduation or its equivalent
- provide 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 (2003-2004)*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS)
- provide a minimum of 300 minutes per day (or its weekly equivalent) of instruction
- The school's academic curriculum should be aligned with the school's philosophy, mission and goals
- The school's academic curriculum should integrate current literature and research findings
- noncompetitive that measures improvement; students should not be compared to other students



## 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, computer assisted instruction software, 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. Courses and activities should be appropriate to the students' ability levels. A substantial curriculum will meet state course description requirements and will not consist of supplemental material only. 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 school's planned activities. Schools must provide course credits and pupil progression leading toward high school graduation throughout the school year. Schools may use traditional scheduling, block scheduling, or performance-based education to provide the most effective schooling. There should be a pervasive theme throughout the curriculum that reflects the school's philosophy, mission, and goals. The curriculum should be predicated on the most current literature and research found in the field of education.

## 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 Literacy and Reading

### Performance Indicator

#### 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 school ensures that

- students are assessed for reading deficiencies during the entry transition process. The assessment process includes a review of previous grades and assessments, FCAT scores, teacher observation, and entry assessment results. The evidence should be gathered within ten (10) school days of school entry.
- utilizing the preponderance of evidence gathered above, students identified with specific areas of need in reading are assessed with appropriate and approved diagnostic reading assessments that address the five areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary
- within fifteen (15) school days of entry into the school, goals and objectives are developed to address the specific areas of need identified by the assessment of students' phonemic awareness, phonics, fluency, comprehension, and vocabulary abilities; these goals and objectives are outlined 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
- reading instruction and support services are designed to address the reading goals and objectives outlined in the student plan
- there are a variety appropriate instructional and high-interest reading materials available for students. These materials include fiction and non-fiction materials that address the characteristics and interests of adolescent readers.

## Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student assessments, transcripts, IAPs, IEPs or AIPs, lesson plans, instructional/recreational reading materials, and other appropriate documents
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings and instruction

## Clarification

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 are required for all alternative education discipline school students or may be substituted with IEPs for students with disabilities if they address all of the required components for reading. A school’s instructional practices and support materials should reflect the seven principles of adolescent literacy identified by the International Reading Association. These principles include:

- assessment that shows adolescents’ strengths as well as needs and guides teachers to design instruction that will help them grow as readers
- instruction that builds the skill and desire to read increasingly complex materials
- expert teachers who model and provide explicit instruction in reading comprehension, and who incorporate reading and study strategies across the curriculum
- reading specialists who assist individual students having difficulty learning how to read
- teachers who understand the complexities of adolescent readers, respect their differences, and respond to their characteristics
- homes and communities that will support students’ efforts to achieve advanced levels of literacy and provide the support necessary for them to succeed
- access to a wide variety of reading material that adolescents can and want to read

## 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 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 and are demonstrated in all classroom settings to address

- individualized 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, appropriate, experiential, and relevant teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile) and promote mastery, learning, continuous progress, creativity, and success maintaining structural momentum to ensure students are engaged in learning activities
- The instructional delivery used by faculty and staff should integrate current literature and research findings
- The instructional delivery used by faculty and staff should increase opportunity for individualized instruction.
- Instruction styles and delivery should be centered around the school philosophy, mission, and goals.
- The instructional delivery used by faculty and staff should foster a supportive environment.
- Instruction styles and delivery need to be flexible and place an emphasis on student decision making

## Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review lesson plans, curriculum materials, 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 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 should be varied and not limited to one modality. 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. Student decision-making should be emphasized in all instructional strategies. Teachers should have knowledge of the content of the IEPs of their students, if appropriate, and of the IAPs of their non-ESE students. There should be a pervasive theme throughout the faculty and staff's instructional style that reflects the school's philosophy, mission, and goals. The instructional strategies should promote a supporting environment and portray the faculty and staff in a caring manner. The instruction should be predicated on the most current literature and research found in the field of education.

## 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 schools 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, and ESE services, including speech and language, related services, and mental and physical health services that, at a minimum, consist of regularly scheduled consultative services
- ensuring that instruction is consistent with students' IEPs

### **Interpretive Guidelines**

If there are minor exceptions, but the expected outcome of this indicator is clearly being met, the indicator may be rated as “substantial compliance.”

To determine the rating, the reviewer, at a minimum, should

- review IEPs, lesson plans, curriculum materials, 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 and/or ESE programs should be provided all corresponding services required by federal and state laws. Mental and physical health services may be offered through the school district, or overlay agencies. 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.

### **Compliance Rating**

- |   |   |
|---|---|
| <input type="checkbox"/> Full Compliance        | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance          | 0 |

## **E2.05 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 school has and uses procedures and practices that ensure regular student attendance and accurate reporting of student membership by

- reviewing attendance records from the zoned school and developing attendance contracts with all students and their parents/guardians with specific criteria, objectives, and consequences for non-attendance
- maintaining accurate attendance records as evidenced by review of documentation of daily student attendance
- documenting positive efforts to maintain student attendance and utilizing a plan of action for non-attending students
- The attendance policy should incorporate student's parents to the fullest extent.



## 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
- interview on-site administrators, instructional personnel, social workers, attendance clerks, other appropriate personnel, and students

## Clarification

Attendance procedures and strategies should be communicated to staff and instructional personnel. The school 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. The attendance contract should outline the expectations and requirements for school attendance. For example, the contract should outline the number of unexcused absences that is acceptable, what is defined as an excused absence, and what is necessary for an absence to be deemed as excused, i.e. documentation, parental permission, or rationale. In addition, the contract should summarize the actions that will be taken if the student reaches an excessive number of unexcused absences as well as the potential rewards that a student may receive for good/perfect school attendance. Student's parents should be advised of the contract and incorporated into its actions. Positive reinforcement should be utilized to encourage school attendance, such as a token economy system that utilizes awards such as attending educational field trips, school sponsored social activities, community sponsored events, or community sponsored prizes.

## 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

## Standard Three: Program Behavioral Supports

The School Behavioral support standard is comprised of five key indicators. The purpose of the standard is to provide students with particular supports and opportunities that ensure their positive development. These program and support components constitute a structured and safe environment that helps nurture their successful adolescent development.

### **E3.01 Curriculum: Social Skills Building**

#### **Performance Indicator**

The expected outcome of this indicator is that students have the opportunity to obtain the skills necessary succeed in their zoned school and to become productive citizens of society.

### **E3.02 Physical and Psychological Safety**

#### **Performance Indicator**

The expected outcome of this indicator is to provide a safe and healthy environment that enables positive student and group interactions and decreases unsafe or confrontational student or group interactions.

### **E3.03 School Structure and Behavior Expectations**

#### **Performance Indicator**

The expected outcome of this indicator is to provide a school with clear limits, consistent expectations, continuity, sufficient control, predictability, and age appropriate monitoring and supervision that is developmentally appropriate.

### **E3.04 Meaningful Emotional and Psychological Relationships with Students, Peers and Adults**

#### **Performance Indicator**

The expected outcome of this indicator is to maintain a school environment that is characterized by connectedness, effective communication, caring support, individual student guidance, secure attachments, and responsiveness in order to provide students with opportunities to positively interact and belong with their student peers and to provide opportunities for effective adult relationships.

### **E3.05 Family, School, and Community Linkages**

#### **Performance Indicator**

The expected outcome if this indicator is to ensure that school policies and practices address the integration of family, school, and community.

## **E3.01 Curriculum: Social Skills Building**

### **Performance Indicator**

#### **Intent**

The expected outcome of this indicator is that students have the opportunity to obtain the skills necessary succeed in their zoned school and to become productive citizens of society.

#### **Process Guidelines**

Curricular and other school activities are demonstrated in educational settings, are based on students' IAPs and IEPs, and

- the integration of skill building, problem solving, and decision making activities into the school's curriculum
- address social and life skills throughout the school year through course modules that are based on state and school board standards for practical arts courses
- instruction and courses offered are for credit and follow course descriptions or are integrated into other courses already offered for credit
- opportunities to examine their patterns of self-defeating behavior and directly teach students prosocial coping skills (direct instruction in social skills, effective problem solving, conflict resolution, anger management)
- providing ongoing, relevant training that focuses on the use of effective, efficient, research-validated conflict resolution strategies

### 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 and others school activities

### 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, and social skills instruction that are appropriate to students' needs; lesson plans, materials, and activities that reflect cultural diversity, character education, health, life skills, should be offered to assist students in attaining the skills necessary to successfully transition back to their zoned schools. Courses and activities should be age-appropriate. Courses should not only address social skills, but also conflict resolution, problem solving, and anger management. The strategies that are taught should be validated through research. 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, parenting, physical education, and.

### 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 Physical and Psychological Safety**

### **Performance Indicator**

#### **Intent**

The expected outcome of this indicator is to provide a safe and healthy environment that enables positive student and group interactions and decreases unsafe or confrontational student or group interactions.

#### **Process Guidelines**

The school provides students with a safe environment through

- documented and consistently implemented school safety procedures
- safe and supervised transportation to and from school
- the use of sufficient and trained behavior support personnel for classroom support and out-of-classroom monitoring
- an appropriate student to teacher ratio
- an environment that is conducive to learning
- clear goals and high expectations that are commonly shared by students, teachers, and administrators and follow the school's philosophy, mission and goals

## Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review behavioral referrals, lesson plans, incident reports, personnel training files, school security plan, bus policy, bus referrals, and other appropriate documentation
- interview instructional personnel, behavioral specialist, administrators, school resource officer, other appropriate personnel, and students
- observe educational settings and in-school suspension room

## Clarification

An environment conducive to learning includes, but is not limited to, the school, school climate, organization and management, and appropriate materials, supplies, and technology. All teachers and support personnel should receive training in behavior management, de-escalation, and crisis intervention specifically targeted for at-risk youth. All behavioral policies should be communicated to all staff and should reflect the school's philosophy, mission and goals. Behavioral and social services should be coordinated among classroom instructors, in-school suspension personnel, ESE specialists, and mental health staff.

## 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 School Structure and Behavior Expectations**

### **Performance Indicator**

#### **Intent**

The expected outcome of this indicator is to provide a school with clear limits, consistent expectations, continuity, sufficient control, predictability, appropriate monitoring and supervision that is developmentally appropriate.

#### **Process Guidelines**

School and classroom management procedures are documented and demonstrated through

- students' understanding of behavior expectations
- communicating positive and negative student behavior to parents
- clearly defining the teacher's roles and responsibilities for managing behavior
- equitably applying behavior management strategies that are developmentally appropriate, and establishing and maintaining acceptable student behavior
- consistent use of a reward system for positive behavior
- a discipline code that is structured, clear, and consistently applied and has a disciplinary, not punitive, approach with rewards and consequences
- clear goals and high expectations that are commonly shared by students, teachers, and administrators
- follows the school's philosophy, mission and goals

## Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review behavioral referrals, lesson plans, incident reports, personnel training files, school security plan, bus policy, bus referrals, and other appropriate documentation
- interview instructional personnel, behavioral specialist, administrators, school resource officer, other appropriate personnel, and students
- observe educational settings and in-school suspension room

## Clarification

The school should have a comprehensive behavior management plan that clearly defines the rules and procedures for behavior management, interventions, and consequences, and should be understood by all stakeholders. All teachers and support personnel should receive training in behavior management, de-escalation, and crisis intervention. All behavioral policies should be communicated to and followed by all staff. Behavioral and social services should be coordinated among classroom instructors, in-school suspension personnel, ESE specialists, and mental health staff. All behavioral policies should fall in line with the school's philosophy and goals.

## 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 Meaningful Emotional and Psychological Relationships with Students, Peers and Adults**

### **Performance Indicator**

#### **Intent**

The expected outcome of this indicator is to maintain a school environment that is characterized by commitment by all staff to all students through effective communication, caring support, individual student guidance, secure attachments, and responsiveness.

#### **Process Guidelines**

The school provides students with opportunities to develop positive relationships through

- guidance from teachers and school support staff
- in-school and follow-up mentorship programs
- availability of group and/or peer counseling
- opportunity for students to learn, practice, and incorporate appropriate social skills and make appropriate behavioral decisions in their daily behavior
- students are provided with a foundation of social/behavior skills that will enable the student to be successful in other school, community, and home settings

## 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 and extra curricular activities

## Clarification

The faculty and staff should foster an environment that allows the students to feel at ease with approaching them for guidance. This could be done through a myriad of methods, such as mentoring programs involving staff, faculty, or community members; peer counseling sessions, anonymous question submissions; or dissemination of information as to where sources for support can be found. Activities that allow students to practice and utilize appropriate social skills and behaviors should be accessible to students. These activities should not be limited to the school setting, but also include the surrounding communities. For example, field trips, community social activities, and school social activities can provide the students with the necessary stage to observe, learn, and practice suitable social skills.

## 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 Family, School, and Community Linkages**

### **Performance Indicator**

#### **Intent**

The expected outcome of this indicator is to ensure that school policies and practices address the integration of family, school, and community.

#### **Process Guidelines**

The school ensures that

- zoned school advocacy personnel, parents, and community members are involved in the students' transition back to their home schools
- there is documented evidence of community involvement that is focused on educational and social activities
- there is documented evidence of parent and/or family involvement that is focused on educational and behavioral/social activities

## Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the school calendar, volunteer participation documentation, field trip results, business or community partnership documentation, 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 school, internships from neighboring colleges/universities and student involvement in the community that supports education and learning. Student volunteerism in the community, community volunteerism within the school, and mentoring/role-modeling are also examples of community involvement. 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 back to the zoned school. Parent involvement may include parent/ family days, parent education classes, or a parent resource drop-in center. School advisory councils (SACs) should solicit members from the community and parents.

## 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

## Standard Four: Administration

The administration standard is comprised of five key indicators that are designed to ensure collaboration and communication among all parties involved in Alternative Education Schools. Administrative activities should ensure that students are provided with instructional personnel, services, and materials necessary to successfully accomplish their goals.

### **E4.01 Communication**

#### **Performance Indicator**

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the school's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

### **E4.02 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 Alternative Education Disciplinary Schools.

### **E4.03 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.

### **E4.04 School Improvement**

#### **Performance Indicator**

The expected outcome of this indicator is that ongoing school improvement through self-evaluation and planning is promoted.

### **E4.05 Funding and Support**

#### **Performance Indicator (PRIORITY)**

The expected outcome of this indicator is that funding provides high-quality educational services.

## **E4.01 Communication**

### **Performance Indicator**

#### **Intent**

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the school's procedures, policies, expected student outcomes, and school improvement initiatives.

#### **Process Guidelines**

Educational administrators address the provision of leadership and ensure that school policies and procedures and school improvement initiatives are clearly communicated and there is documented communication

- between administrators, department heads, and faculty
- among department heads and faculty
- between support staff and faculty
- including regularly held faculty and/or staff meetings
- that staff are given considerable responsibility and authority to affect the school's performance

## Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review faculty and administrative staff meeting agendas and minutes, educational written procedures, and other appropriate documentation
- interview school administrators, department leader, instructional personnel, support personnel, and other appropriate personnel
- observe faculty and/or department meetings when possible

## Clarification

Principals of alternative education or dropout prevention schools and/or designated school district administrators are considered to be the educational administrators. It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the school's and the school district's purpose, policies, expected students outcomes, and school improvement initiatives, all of which should be aligned with the school's philosophy, mission and goals. Communication among relevant parties should be ongoing and facilitate the smooth operation of the school. 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 the school's written procedures.

## 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

## **E4.02 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 Alternative Education Disciplinary Schools.

#### **Process Guidelines**

Educational administrators ensure that instructional personnel have professional or temporary state teaching certification.



## 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

The school administration should have input into hiring all instructional personnel. For core academic areas, schools should hire and assign teachers 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. Instructional personnel are considered to be those who are hired to teach students. Principals of alternative education or dropout prevention schools and/or designated school district administrators are considered to be the educational administrators for alternative schools.

## 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

## **E4.03 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 the students.

#### **Process Guidelines**

Educational administrators ensure and document that all instructional personnel

- have and use written professional development plans or annual teacher evaluations to foster professional growth and school improvement
- receive ongoing annual inservice training or continuing education (which may include college course work) from a variety of sources on topics, such as instructional techniques, content-related skills and knowledge in their assigned teaching duties, working with pre-delinquent and at-risk youth, and ESE programs
- participate in school orientation program which addresses all of the alternative schools policies regarding academics, behavior, specific assigned duties, expected student outcomes, and a beginning teacher program when appropriate

## Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review inservice training records, teacher certifications, professional development plans and/or annual evaluations, school orientation manuals, staff assignments, 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 schools and/or designated school district administrators are considered to be the educational administrators for alternative schools. While routine training in such areas as policies and procedures, safety, and school orientation is important, the majority of inservice training should be related to instructional techniques, teaching pre-delinquent and at-risk youth, the content of courses that instructional personnel are assigned to teach, and use of effective, efficient, research-validated instructional strategies, conflict resolution strategies, and discipline management strategies. All instructional personnel should have access to and the opportunity to participate in school district inservice training on an annual basis. “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.

## 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

## **E4.04 School Improvement**

### **Performance Indicator**

#### **Intent**

The expected outcome of this indicator is to ensure ongoing school improvement through self-evaluation and planning is promoted.

#### **Process Guidelines**

The school has a school improvement plan and ensures that

- educational administrators work cooperatively with school 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 needs, actual instructional assignments, QA findings and entry/exit assessment data 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, school evaluation tools, adequate progress reports, and other appropriate documentation
- interview school administrators, instructional personnel, and other appropriate personnel

## Clarification

Principals of alternative education or dropout prevention schools or designated school district administrators are considered to be the educational administrators for alternative schools. SIPs should be prepared annually and should be specific to each Alternative Education Disciplinary Schools. 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 school evaluation methods, such as QARs. Student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into zoned school. Entry/Exit assessment results should be used to inform administrators and faculty of student performance. Schools strengths and weaknesses should be determined, in part, by entry and exit assessment results. The school improvement and school evaluation process should be used by the school district to monitor and evaluate school performance.

## 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

## **E4.05 Funding and Support**

### **Performance Indicator (PRIORITY)**

#### **Intent**

The expected outcome of this indicator is 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 age and ability levels
- educational supplies for students and staff
- adequate educational support personnel, (i.e. ESE, Psychological, Behavioral, Transitional, Social Work, Title I, Guidance)
- technology for use by instructional personnel and students
- media materials and equipment

## Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review 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 school, support personnel may include principals, assistant principals, school district administrators who oversee school 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 school's educational staff and student population.

## 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 J

# REFERENCE LIST AND BIBLIOGRAPHY

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