Juvenile Justice Educational Enhancement Program

2005 Annual Report to the Florida Department of Education

I. Introduction

With the publication of this Executive Summary and the 2005 Annual Report to the Florida Department of Education (DOE), the Juvenile Justice Educational Enhancement Program (JJEEP) completes eight years of operations. During this eight-year period, Florida's research-driven juvenile justice educational system has become recognized as among the very best in the nation. In fact, Florida State University's Center for Criminology and Public Policy Research, which administers JJEEP, has been awarded two Congressional grants to assist other states in their implementation of the No Child Left Behind Act (NCLB) requirements for their juvenile justice schools. These awards and recognition acknowledge the importance and value of Florida's unique research-driven and continuous quality improvement approach to juvenile justice education. Moreover, this approach has resulted in thousands of Florida's incarcerated delinquents receiving high quality education that, in turn, is making a positive difference in their life prospects.

In fulfilling its mission to ensure that all students in juvenile justice educational programs receive quality educational services, JJEEP, in collaboration with DOE and local providers, has continuously improved the Quality Assurance (QA) standards through the use of identifiable best practices as drawn from scientific research. In 2005, JJEEP conducted a trend analysis to assess the impact of the QA system on program performance over a five-year span (2000-2005). The trend analysis revealed that programs are successful in implementing the new requirements as they respond to the continuous elevation of the QA standards.

In upcoming years, the United States will experience an unprecedented teacher shortage. The imminent teacher shortage and NCLB mandate for the use of highly qualified teachers will undoubtedly affect the recruitment and retention of teachers in public schools. These concerns are amplified for juvenile justice schools, where teacher retention and shortage problems are usually greater, and a larger proportion of teachers are less experienced and under qualified. Using a national survey of public school teachers and data on juvenile justice teachers in Florida, JJEEP examined teacher retention and quality in public schools and juvenile justice schools. The employment and retention of high quality teachers will continue to be a major challenge for public and particularly juvenile justice schools.

Over the last two years, JJEEP has conducted nine case studies of juvenile justice residential education programs. These case studies identified five high-performing programs that exhibited greater use of best practices and have been designated as demonstration sites. These programs will be able to share their practices with lower-performing programs throughout Florida.

Finally, JJEEP's longitudinal research continues to address the effect of academic achievement while incarcerated on subsequent community reintegration. Understanding the link between school performance and post-release transition and community reintegration remains a fundamental research and policy challenge.

II. Results

- In 2005, JJEEP completed 174 QA reviews of programs that provided educational services to approximately 10,000 youths on any given day. Overall, 46 programs (36%) scored in the high satisfactory or superior range, and 12 programs (7%) scored in the below satisfactory range.

- JJEEP's technical assistance efforts included on-site visits to 12 low QA performing educational programs. In 2005, fewer programs had below satisfactory QA scores and corrective actions compared with 2004. In addition, the majority of programs that received on-site TA visits in 2004 demonstrated improvement in their 2005 QA scores.

- The trend analysis demonstrated that facility size, program type, and education provider often affect QA performance. Generally, mid-sized programs that house 26-100 students outperform smaller (fewer than 25 students) and larger (more than 100 students) programs. In addition, publicly operated juvenile justice education programs perform better than the education programs operated by private providers.

- The percentage of teachers with professional certification has increased from 55% in 2001 to 63% in 2005. Similarly, in core academic areas, the percentage of in-field teachers has increased between 2001 and 2005. The rate of in-field teachers has increased from 11% to 28% in math, 14% to 31% in science, 19% to 38% in English, and 28% to 40% in social studies.

- Although all schools and teachers are held to the same NCLB highly qualified teacher requirements, juvenile justice teachers lag behind public school teachers in the rate of in-field teaching, professional certification, teaching experience, and retention.

- Students in juvenile justice schools tend to have disproportionate mental and emotional disabilities, lower IQs, poor prior academic performance, and poor prior school-related behavior as compared with their public school student counterparts.

- Case studies of nine juvenile justice programs revealed that program and staff stability is among the major differences that have emerged between high- and low-performing programs. High-performing programs were also exceptional in the areas of community involvement, aftercare, and curriculum and instruction that meets the needs of their diverse population.

- Research findings from longitudinal cohorts indicate that academic achievement while incarcerated continues to have a positive effect on the likelihood of a youth returning to school. Moreover, school attendance following release decreases the likelihood of rearrest.

- Academic achievement during incarceration can mediate the effects of poor academic performance prior to incarceration.

- Youths who are more than a year behind their age/grade level are significantly *less* likely than youths who are at the appropriate age/grade level to return to school upon release.

- Youths released from a high- or maximum-security facility are significantly *less* likely than youths released from a low- or moderate-security facility to return to school upon release.

III. Recommendations

- Expand the role of technical assistance, focusing on increasing the quality of educational services within habitually low-performing programs.
- Continue to increase the number of certificated teachers that teach in their areas of professional certification in the state's juvenile justice educational system.
- Create policies addressing the deficiencies related to the recruitment and retention of highly qualified teachers in the juvenile justice education system.
- Continue to increase requirements and expectations for individualized educational services and instruction in juvenile justice educational programs.
- Consider ways to implement quality transition and aftercare to assist youths in their transition from incarceration into their respective home communities, with targeted emphasis upon returning youths to school.
- Continue to improve the collaborative efforts among the Florida Legislature, DOE, JJEEP, the Department of Juvenile Justice (DJJ), school districts, education providers, and business partners to ensure appropriate and effective education for youths in juvenile justice facilities and expanded community aftercare opportunities.

IV. Conclusions

This 2005 Annual Report marks the completion of eight years of JJEEP operations. Over these years, JJEEP has implemented a series of interrelated functions, including Quality Assurance (QA), technical assistance (TA), and research. What has resulted from the successful implementation of these interrelated functions includes the continuous improvement in the quality of services and practices in the state's juvenile justice education programs, and compelling research results which confirm that greater academic attainment while incarcerated increases the likelihood of post-release return to school and an associated lower likelihood of rearrest. Despite the disproportionate educational deficiencies that characterize delinquent youths, the exposure to and receipt of quality educational services is providing many of Florida's delinquents with a transition away from their delinquent life course. Indeed, something can and does work in positively changing delinquent behavior.

In relation to JJEEP's four specific functions, the following conclusions can be drawn from our 2005 program efforts.

Quality Assurance

Since 1998, JJEEP has continued to increase and improve upon its QA expectations and processes for Florida's juvenile justice educational programs. In 2005, two new indicators (reading curriculum and instruction and collaboration) were introduced to the QA standards. Considering these elevated standards and recent additions, improvement in QA scores is promising because it demonstrates that Florida's juvenile justice educational programs are able to adapt successfully to changes in educational program requirements.

Technical Assistance

In 2005, JJEEP increased the scope of its technical assistance and will continue to do so in 2006. In this effort, JJEEP will continue to focus upon identifying and assisting low performing programs and designating high performing programs as demonstration sites to assist other facilities.

Research

JJEEP's research has guided our entire program efforts related to QA, technical assistance, and policy. Our longitudinal research confirms that youths who experience higher academic attainment while incarcerated are more likely to return to school upon release and are less likely to be rearrested. Moreover, youths who were academic underachievers prior to their incarceration are more likely to be academically successful following release if they receive proper educational services. These results demonstrate that Florida's sustained and unprecedented commitment to quality and accountability in juvenile justice education is, indeed, effective in positively changing the lives of numerous juvenile justice youths.

Policy

The major public policy issue facing Florida and other states throughout the country in this time of ever increasing financial scarcity for public services is how to commit sufficient resources to maximize education's role in effectively confronting delinquency. Embracing and implementing NCLB's requirements related to highly qualified and effective teachers, use of scientifically validated best education practices, and ongoing evaluation will do much to effectively confront and reduce the incidence and costs of delinquent and criminal careers. In this effort, it is necessary for researchers, education professionals, and legislators to work together in unprecedented ways that increase communication and research based policy making.

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CHAPTER 1
BUILDING BETTER UNDERSTANDING OF THE RELATIONSHIP BETWEEN QUALITY EDUCATION AND ACHIEVEMENT, ACADEMIC ATTAINMENT AND SUCCESSFUL COMMUNITY REINTEGRATION

1.1 Introduction

Two thousand and five marked the eighth year of operations for the Juvenile Justice Educational Enhancement Program (JJEEP). During this eight-year period, Florida's research-driven juvenile justice educational system and program practices have become recognized as among the very best in the nation. In fact, Florida State University's College of Criminology and Criminal Justice, which administers JJEEP, has been awarded two Congressional grants to assist others in their respective implementation of the No Child Left Behind Act (NCLB) requirements for juvenile justice education schools. These awards and recognition reflect Florida's unique research-driven and continuous quality improvement orientation to juvenile justice education. This orientation has not only been nationally and internationally recognized but also, and more importantly, has resulted in thousands of Florida's incarcerated delinquents receiving high quality education services that, in turn, are making a positive difference in their life prospects.

The fundamental empirical and policy question that JJEEP was confronted with at its inception eight years ago was, *what is the role of quality education and academic attainment on the subsequent life course of incarcerated delinquents*? This year's 2005 Annual Report to the Florida Department of Education, like our preceding annual reports, includes a series of chapters and findings that contribute to our growing understanding of the relationship between quality education, academic attainment, and the community reintegration experiences of various groups of incarcerated delinquent youths. The challenge we faced eight years ago remains today. Namely, how to comprehensively measure what works best in education and for whom. The following chapters address questions and provide findings related to this challenge.

The remainder of this chapter is comprised of two subsequent sections. Section 1.2 provides overviews of Chapters 2 through 10. Section 1.3 provides a summary discussion of the continuing juvenile justice challenges associated with the NCLB reform movement.

1.2   Overview of Chapters

Chapter 2 presents the results of the 2005 quality assurance (QA) review cycle, during which, 174 juvenile justice education programs were reviewed. QA results consist of information related to program performance in the areas of transition, service delivery, educational resources, and contract management. Additional program information is collected that concerns the facility and educational providers, school climate, educational staff, and current student demographics. These data provide the basis for interpreting the QA results in relation to various program characteristics.

Chapter 3 provides an overview of the development of the QA system and historical trends in QA scores. This chapter assesses the impact of outcomes and trends associated with the QA system on program performance over a six-year span from 2000 to 2005. The chapter also examines variables across provider types that help interpret the QA outcomes and trends and discusses the implications of these findings for improving educational program performance.

Chapter 4 identifies and discusses the corrective actions and technical assistance provided for the 2005 QA review cycle. Corrective action and technical assistance practices were developed to ensure that Florida's juvenile justice education programs maintain high quality educational services in order to increase students' potential for future success in their school, work, and home settings.

Chapter 5 provides a comparison of teachers working in public schools with those of teachers working in juvenile justice schools. Using national teacher survey data and data that JJEEP collect annually, the chapter relates the 'highly qualified' teacher requirements of NCLB to problems of teacher retention, qualifications, experience, and in-field teaching.

Chapter 6 provides a research literature review on the educational characteristics of delinquent youths and associated educational best practices that target these identified characteristics. Following these specific characteristics, the chapter identifies empirically validated best practices for the educational deficiencies of incarcerated delinquent youths.

Chapter 7 presents findings from case studies of nine high-, average-, and low-performing juvenile justice education programs. The aim of these studies is to identify juvenile justice education demonstration sites in Florida. As demonstration sites, the high-performing programs will be able to share their practices with lower performing programs throughout the state.

Chapter 8 provides the results of analyses of both student and program level characteristics that have important effects on post-release academic experiences. The chapter is focused upon an examination of the effects of academic achievement prior to and during incarceration on academic achievement experiences after youths are released from residential programs.

Chapter 9 involves the examination of the several subgroups of youths using two combined longitudinal cohorts of nearly 10,000 youths released from juvenile justice residential

programs. For each subgroup, the effect of academic achievement, while incarcerated, upon the likelihood of returning to school following release and the effect of returning to school upon the likelihood of rearrest are examined.

Chapter 10 frames this annual report through a summary of each chapter and closes with several concluding comments.

1.3   Summary Discussion

During 2005, JJEEP continued its QA assessment of each juvenile justice education program, provided corrective actions and targeted technical assistance; conducted a number of research projects, and completed a series of program cases studies in order to identify and implement best practices demonstration sites. Together, these interrelated project efforts are enabling Florida to continuously improve the quality of juvenile justice education across the state and increase the academic achievement of thousands of the state's incarcerated delinquent youths. Moreover, our longitudinal research is confirming that youth who experience higher academic attainment while incarcerated are more likely to return to school upon release and are less likely to be rearrested. Increasing the numbers of incarcerated delinquent youths who experience successful community reintegration was the founding purpose for JJEEP, and this purpose continues to guide and shape JJEEP's multiple program efforts. This annual report contains various chapters with information and research findings related to the relationship between continuous quality improvement in juvenile justice education, increased academic attainment for incarcerated delinquents, and improved community reintegration for these youths.

CHAPTER 2
ANNUAL QUALITY ASSURANCE RESULTS

2.1   Introduction

This chapter presents the data collected by the Juvenile Justice Educational Enhancement Program (JJEEP) during the 2005 quality assurance (QA) review cycle. The primary data source is QA reviews, which consist of information related 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[1].

Of the 189 educational programs under the purview of educational QA during 2005, 15 did not receive a review. Three programs were not reviewed due to a provider change, and one other was omitted because of hurricane related conditions. The remaining 11 programs closed prior to their scheduled review. The programs that were not reviewed include: four Adolescent Treatment Centers in Orange County, Alligator Creek Stop Camp, Florida Institute for Girls, South Florida Intensive Halfway House, Kingsley Center, Kelly Hall Halfway House, Dade Marine Institute South, Bay Point Schools Main West-Kennedy, Graceville Vocational Youth Center, Greenville Hills Academy, Okeechobee Juvenile Offender Correction Center, and St. Johns Residential Facility. The data and analyses presented in this and subsequent chapters are primarily drawn from the 174 programs for which JJEEP conducted QA reviews during the 2005 cycle.

The remainder of this chapter is comprised of five subsequent sections that provide general analyses of the 2005 QA data. Section 2.2 describes program and student characteristics. Section 2.3 explains the QA methods and performance rating system. Section 2.4 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 2.5 presents QA scores for individual school districts and programs, and shows QA score trends by

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[1] 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 JJEEP has collected over the past eight years, provide the foundation for JJEEP's ongoing multiple research efforts.

educational provider type. Section 2.6 provides a summary discussion of the QA findings for 2005.

2.2   Educational Program and Student Characteristics

During the 2005 QA review cycle, data on student populations were collected from the school registrar and the facility's head count of students on the days the QA reviews were conducted. The head count indicates that these programs supervised 9,098 juveniles, 8,910 of which were enrolled in school. Two hundred and seventy-one students had already obtained either a high school diploma or a General Educational Development (GED) diploma. Depending on program security level and student performance, students remained in facilities from one day (in detention centers) to three years (in maximum risk facilities).

Table 2.2-1 provides a breakdown of the different program types and security levels, and population information for all reviewed programs that were under JJEEP's purview during the 2005 review cycle.

Table 2.2-1: 2005 Program Characteristics

Security Level	Number of Programs	School District Operated	Private Not-For-Profit	Private For-Profit	Population Capacity Range
Detention					
Detention Total	25	25	0	0	15-220
Day Treatment					
Prevention	19	0	19	0	27-85
Intensive Probation (IP)	11	0	11	0	19-100
Conditional Release (CR)	2	1	0	1	16-20
Prevention & CR	2	0	2	0	85-100
Mixed IP & CR	7	0	7	0	45-190
Day Treatment Total	41	1	39	1	16-190
Residential					
Conditional Release	1	0	1	0	40
Low Risk	11	5	4	2	18-50
Mixed Mo& Low	1	1	0	0	72
Moderate Risk	67	39	18	10	16-200
Mixed Mod & High	5	5	0	0	48-185
High Risk	21	14	6	1	15-273
Maximum Risk	2	0	1	1	50-96
Residential Total	108	64	30	14	15-273
Total for All	174	90	69	15	15-273

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

As indicated in Table 2.2-1, moderate risk programs comprise 62% of the residential facilities and house the majority of students, while maximum risk programs comprise less than 2% of the residential facilities. Local school districts directly provide educational services in all 25 detention centers while youths are awaiting court hearings or placement in residential programs, and the detention centers have population capacities ranging from 15 to 220 students. With the exception of two conditional release programs, private not-for-profit organizations provide education services for all day treatment programs. Day treatment programs have a population capacity ranging from 16 to 190 students. Among the residential programs, 64 are school district operated, 30 are private not-for-profit, and 14 are private for-profit. The population capacity in residential programs ranges from 15 to 273 students.

Table 2.2-2 provides student demographics on gender and race for the 174 programs that JJEEP reviewed during the 2005 review cycle.

Table 2.2-2: 2005 Gender and Race of Students by Program Type

Program Type	Gender			Race				
	Male	*Female*	*Total*	Black Non-Hispanic	White Non-Hispanic	*Hispanic*	*Other*	Total
Detention	82% (1363)	18% (305)	100% (1,668)	50% (847)	34% 585)	11% (193)	5% (85)	100% 1,710)
Day Treatment	42% (883)	58% 1,148)	100% (1,981)	44% (881)	43% (851)	10% (207)	2% (42)	99% (1,981)
Residential	85% (4,700)	15% (837)	100% (5,537)	48% (2,664)	42% (2,324)	8% (433)	2% (95)	100% (5,556)
All Programs Combined	**75% (6,896)**	**25% (2,290)**	**100% (9,186)**	**48% (4,392)**	**41% (3760)**	**9% (833)**	**2% (222)**	**100% (9,207)**

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 numerous Practical, Academic, and Cultural Education (PACE) prevention programs for girls throughout Florida, females are disproportionately represented in day treatment programs. African American students also remain over-represented in the juvenile justice population as compared to the general school population in Florida. However, the overall population in the system is overwhelmingly male.

Table 2.2-3 compares the total number of students identified as receiving special education services by different categories of primary disability as a percentage of the total students with disabilities (SWD) population.

Table 2.2-3: 2005 Student With Disabilities Population by Program Type

Program Type	EH or SED	SLD	MH	Other	Total
Detention Centers	47% (331)	36% (254)	11% (78)	6% (45)	100% (708)
Day Treatment	28% (141)	53% (264)	3% (16)	16% (80)	100% (501)
Residential	48% (1246)	36% (940)	8% (216)	7% (186)	99% (2588)
All Programs Combined	**45% (1718)**	**38% (1458)**	**8% (310)**	**8% (311)**	**99% (3797)**

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 services has increased from 36% to 41%, (when comparing the numbers in Table 2.2-3 results to previous years' figures), suggesting that school districts and educational providers are increasing their efforts to appropriately identify their status as students in need of these special services at entry into 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 in 2005 was 41%—almost three times that of public schools. More specifically, students with emotional and behavioral disabilities (EH/SED) comprise 45% 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.

2.3 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 one-to-three day on-site visits. Larger programs may require more than one QA reviewer, the use of peer reviewers, or more than three days for their on-site visits.

The evidence-based process begins with programs providing a series of self-report information and then proceeds with interviews of teachers, students, and educational administrators; observations of educational activities; and a review of student, staff, and school documents. Examples of self-reported information include teacher certification 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 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 data sources to verify program practices.

As previously stated, all programs are required to submit specific 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.

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.[2] Educational QA reviewers examine each program according to indicators, as well as benchmarks appropriate to the program type. Indicators have different numbers of benchmarks across program types. Additionally, some benchmarks are defined as "critical" within certain indicators.

For the 2005 review cycle, JJEEP implemented even more detailed methods and review protocols for each indicator and benchmark in the QA standards than in 2004. 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 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 establish 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 rather an oversight concerning an individual case. In sum, QA reviewers determine scores based upon the data and their respective professional judgments.

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 director of QA 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 QA director shadows all review staff once each 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.

In 2005, JJEEP instituted an exemplary program process to acknowledge and reward high-performing programs based on previous overall QA scores, which also allows JJEEP staff 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 between 6.5 and 7.0, 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. For the first year, those programs with an

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[2] 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. Additionally, QA ratings are preliminary and are subject to final determination by JJEEP in-house review and by DOE review.

overall score of 7.0 or higher are still required to submit all self-report information. A JJEEP reviewer will telephone the lead educator and the school district contract manager to confirm all self-report information.

One-day exemplary program reviews consist of the program's self-report verification and an on-site review of all critical benchmarks. Critical benchmarks are rated as pass/fail. If an exemplary program fails one critical benchmark, deficiencies and recommendations will be addressed in the QA report. If an exemplary program fails more than one critical benchmark during a one-day review, it will lose its exemplary status and will receive a full educational review during that same year.[3]

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 the students in particular program types. 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 the fourth standard, 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 2005 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 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).[4]

The rating definitions used by reviewers to score individual indicators during reviews are as follows:
- Superior Performance = 7, 8, 9

  o 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.

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[3] If there is an educational provider change while a program has exemplary status, the program will receive a full educational QA review. For state agency and annual reporting purposes, the QA scores for those programs that receive exemplary status will be carried over each year for the duration of their exemplary status until they receive another full educational QA review.

[4] See Chapter 3 in this report for a list of critical benchmarks in residential programs.

- 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 overall average score for the three QA standards for which an educational program is responsible (transition, service delivery, and educational resources) 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 2005 QA scores for the 174 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.

2.4   2005 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 2004 to 2005 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. The changes between 2004 and 2005 occurred as a result of the ongoing implementation of the

No Child Left Behind Act (NCLB). These differences include the addition of two new indicators, *Reading Curriculum and Instruction* and *Collaboration,* as well as the continuing emphasis on the requirements for reading, which comes from *Just Read, Florida!* priorities, Florida Comprehensive Assessment Test (FCAT) participation, and highly qualified teachers. Process changes include the identification and short form review of exemplary programs.

Table 2.4-1 contains the standard and overall means for programs reviewed in 2005, 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, they are reviewed according to the same three standard areas of 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 2.4-1: 2005 Standard Means and Overall Means by Security Level

Security Level	Number of Programs	Transition Mean	Service Delivery Mean	Educational Resources Mean	Contract Management Mean	Overall Mean	Overall Mean (Exemplary Excluded)
Detention	25	5.72	6.04	6.14	5.92	6.00	5.45
Prevention	19	5.77	6.18	6.15	6.11	6.05	5.98
Intensive Probation	11	4.76	4.41	4.77	5.09	4.70	4.51
Conditional Release	2	6.17	5.75	6.63	4.00	6.18	6.18
Prevention & CR	2	5.50	4.75	5.04	5.50	5.05	5.05
Mixed IP & CR	7	4.76	3.93	4.64	5.29	4.42	4.42
Day Treatment Total	41	5.33	5.23	5.49	5.56	5.37	5.27
Conditional Release	1	4.33	6.75	7.00	7.00	6.10	6.10
Low Risk	11	5.09	5.04	5.08	3.82	5.06	4.87
Mixed Mod & Low	1	4.33	4.00	5.00	4.00	4.40	4.40
Moderate Risk	67	5.20	5.66	5.53	5.27	5.48	5.26
Mixed Mod & High	5	5.27	5.40	4.80	5.00	5.22	4.84
High Risk	21	5.14	5.89	5.67	5.00	5.58	5.34
Maximum Risk	2	5.00	5.50	4.84	5.00	5.15	5.15
Residential Total	108	5.16	5.62	5.47	5.06	5.43	5.21
Exemplary Only	25	6.46	7.26	7.21	6.88	6.95	NA
Total	**174**	**5.28**	**5.59**	**5.57**	**5.30**	**5.50**	**5.25**

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.

All programs combined had an overall mean score of 5.50. This is a moderate increase compared to the previous year's score of 5.33. Programs earning exemplary status were not reviewed in 2005; therefore, their scores for all standards were carried over from the previous year. As such, the .17 increase in the overall mean scores can be attributed to improvements in the scores of low-and average-performing programs.

Of the 174 programs reviewed in 2005, 108 (62%) were residential commitment programs, 41 (24%) were day treatment programs, and 25 (14%) were detention centers. The highest rated standard across all program types was service delivery, which averaged 5.59. In contrast, transition was the lowest rated standard, with an average score of 5.28. 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 the expectations and requirements of the State of Florida. Detention centers performed better than both residential and day treatment programs across all standards. It should be noted, however, that because detention centers are temporary holding facilities that serve thousands of students throughout the year for relatively short periods of time, they are held to different educational standards than either day treatment or residential facilities. Detention standards do not include requirements such as *Just Read Florida!*, vocational curriculum and instruction, FCAT-testing, and long-term student planning, among others. Day treatment programs had the lowest scores in all standards on average. There were 25 programs that achieved exemplary status, and their overall mean score was 6.95. Like all programs, exemplary programs scored highest on the service delivery standard (7.26) and lowest on the transition standard (6.46).

Overall mean scores ranged from 4.40 in a mixed moderate and high-risk residential program to 6.18 in conditional release day treatment programs. A mixed moderate and low-risk program and a conditional release residential program shared the lowest mean score (4.33) in the transition services standard, while the residential conditional release program had the highest mean score (6.75) in the service delivery standard. There was substantial variation in the QA scores for different programs and for different program types.

Table 2.4-2 provides an overview of program performance by listing the percentage of programs in each performance category.

Table 2.4-2: Categories of Overall Performance by Number and Percentage for Reviewed Programs

Overall Performance Category	Score Range	Number of Programs	Percentage of Programs
Superior Performance	7.00-9.00	18	10%
High Satisfactory Performance	6.00-6.99	46	26%
Satisfactory Performance	5.00-5.99	51	29%
Marginal Satisfactory Performance	4.00-4.99	47	27%
Below Satisfactory Performance	1.00-3.99	12	7%
Poor Performance	0-1.00	0	0%
Total		**174**	**99%**

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

Of the 174 reviewed programs, 18 (10%) scored in the superior performance range, and 46 (26%) scored in the high satisfactory performance range. The largest proportion of programs (51 programs, or 29%) scored in the satisfactory performance range. Forty-seven (27%) programs scored in the marginal satisfactory performance range, and only 12 (7%) programs

scored in the below satisfactory performance range. Compared to 2004, more programs scored in the superior performance range (18 programs, or 10%, in 2005 compared to 13 programs, or 7%, in 2004), while fewer programs scored in the below satisfactory performance range (12 programs, or 7%, in 2005 compared to 18 programs, or 10%, in 2004). The distribution of QA scores in 2005 approximates a normal distribution, which is important because it demonstrates that the score distribution is not skewed such that the majority of programs were superior or below satisfactory. Instead, the majority of the reviewed programs fell in the satisfactory performance range. See Appendix F for the 2005 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 2.4-3 breaks down mean indicator ratings by program type during the 2005 QA review cycle.

Table 2.4-3: Indicator Ratings by Program Type in 2005 (Mean Scores)

Indicator Names	Residential	Day Treatment	Detention	Overall Scores
Student Attendance***	NA	6.32	NA	6.32
Curriculum & Instruction**	NA	NA	5.96	5.96
Employability Technical Curriculum*	5.90	5.71	NA	5.85
Transition Services	5.42	5.85	6.24	5.64
Special Education	5.50	5.27	6.12	5.53
Academic Curriculum Instruction*	5.66	5.15	NA	5.52
Personnel Qualifications	5.42	4.37	6.48	5.32
Monitoring, Accountability, Evaluation	5.04	5.56	5.92	5.29
Learning Environment Resources	5.23	5.20	5.56	5.27
Testing & Assessment*	5.23	5.24	NA	5.23
Assessment and Planning**	NA	NA	5.20	5.20
Collaboration	4.84	5.61	4.12	4.92
Student Planning*	4.84	4.90	NA	4.86
Reading Curriculum Instruction	4.51	4.20	NA	4.23
Total	**5.43**	**5.37**	**6.00**	**5.50**

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

Overall, the student attendance indicator had the highest rating (6.32), followed by curriculum and instruction (5.96), and employability technical curriculum (5.85). The reading and curriculum instruction indicator had the lowest rating (4.23). Of the three program types, the personnel qualifications indicator for the detention centers had the highest mean score (6.48), while the collaboration indicator for detention centers had the lowest mean score (4.12). Employability technical curriculum had the highest mean (5.90) within residential programs, while reading curriculum instruction had the lowest mean (4.51). For

day treatment programs, attendance had the highest mean score (6.32) and, once again, reading curriculum instruction had the lowest mean score (4.20). In detention centers, the maximum and minimum mean indicators are 6.48 for personnel qualifications and 4.12 for collaboration. It is important to note that most of the low scoring indicators were new requirements in 2005.

Figure 2.4-1 reports the percentage of programs receiving below satisfactory, satisfactory, and superior ratings by each indicator for all programs.

Figure 2.4-1: Indicator Ratings for All Programs
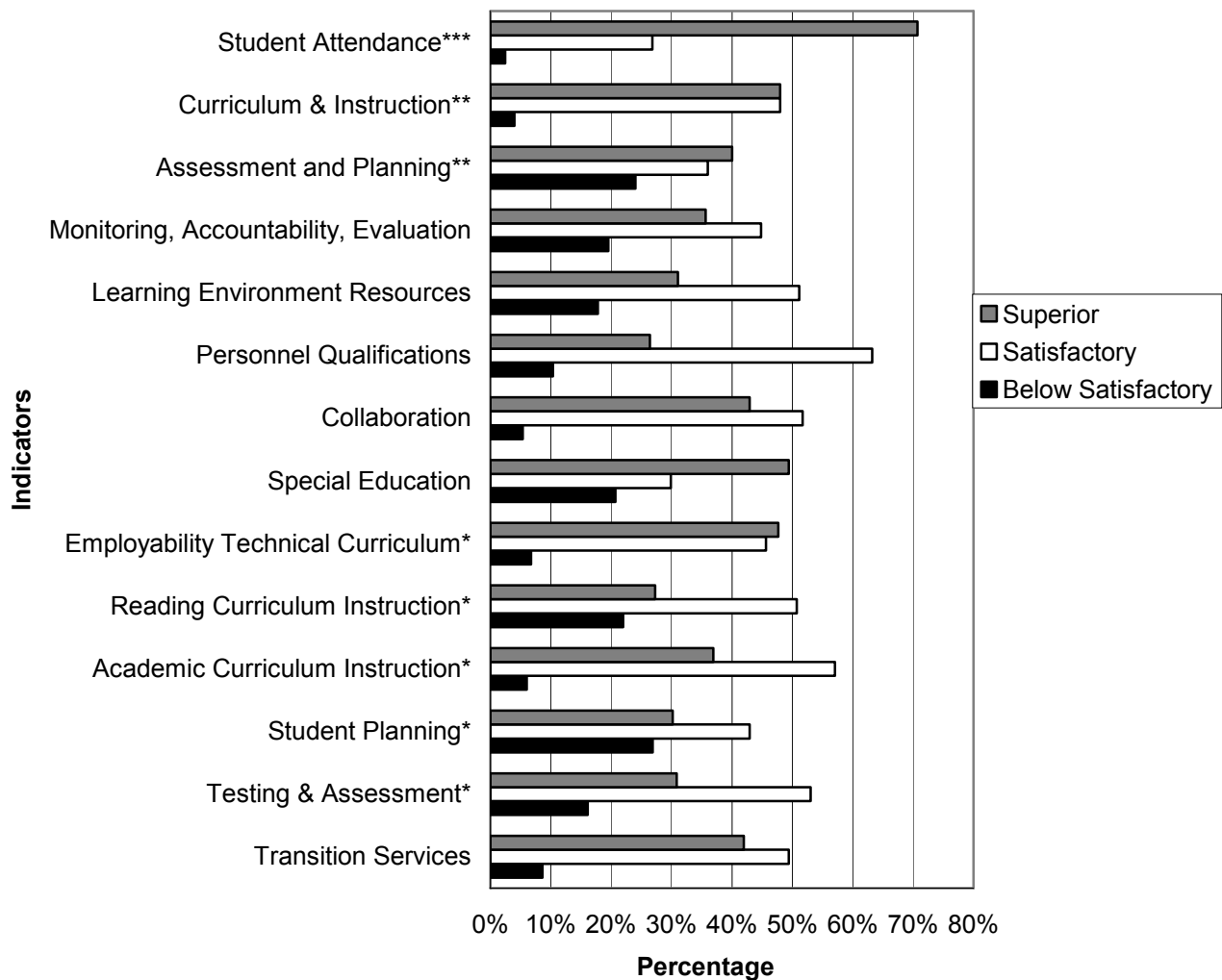
*Residential and Day Treatment only **Detention only ***Day Treatment only

For residential and day treatment programs, student planning was the most problematic indicator, with a combined failure rate of 27%. The assessment and planning indicators for detention centers also had a high rate of below satisfactory scores (24%), as did reading

curriculum and instruction for residential and day treatment programs (22%). The student attendance indicator for day treatment programs had the highest percentage of superior ratings (71%), followed by special education in all programs (49%), employability technical curriculum for residential and day treatment programs (48%), and curriculum and instruction in detention centers (48%). One should note, however, that the QA process does not consider the actual attendance rates in day treatment programs, but rather, it is rated based on the programs' policies and practices that address attendance. Many day treatment programs experience high truancy rates. Sixty-three percent of all programs received a satisfactory rating for the personnel qualifications indicator, followed by the academic curriculum instruction indicator (57%). 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 juvenile justice educational programs; however, the rating 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 program performance. The analysis of benchmarks helps identify specific areas of high and low performance. Figures 2.4-2 through 2.4-5 demonstrate the percentages of passed benchmarks within each indicator for all program types. First, Figure 2.4-2 presents the percentage of passing benchmarks in the transition standard.

Figure 2.4-2: Percentage of Passing Benchmarks in the Transition Standard
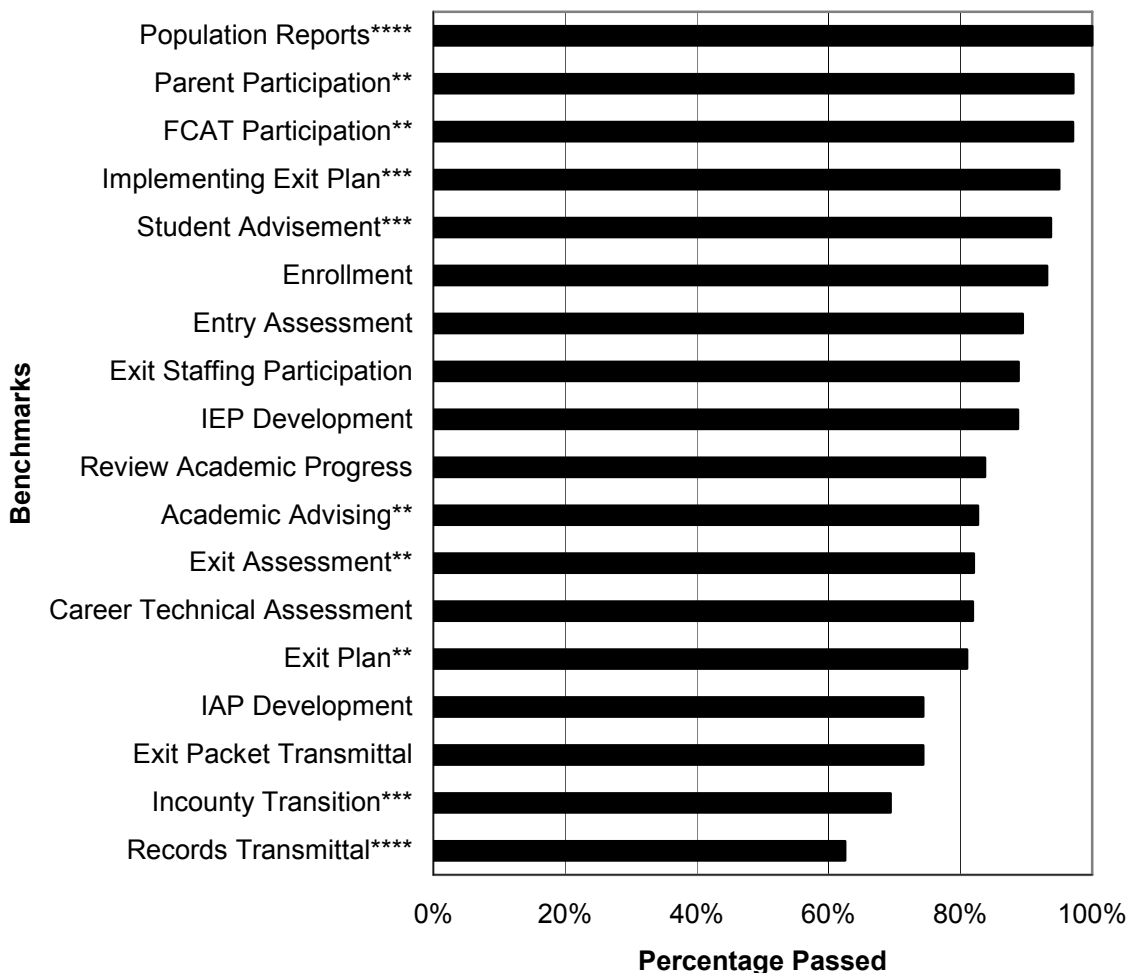
** Residential and Day Treatment only *** Day Treatment only ****Detention only

Within the transition standard, the benchmark with the lowest pass rate was records transmittal (63%), followed by in-county transition services (69%). Enrollment, parent participation, FCAT testing process, population reports, student advisement, and implementing exit plans benchmarks had pass rates over 90%, while the remaining benchmarks had pass rates between 63% and 90%.

Figure 2.4-3 below presents the percentage of passing benchmarks in the service delivery standard.

Figure 2.4-3: Percentage of Passing Benchmarks in the Service Delivery Standard
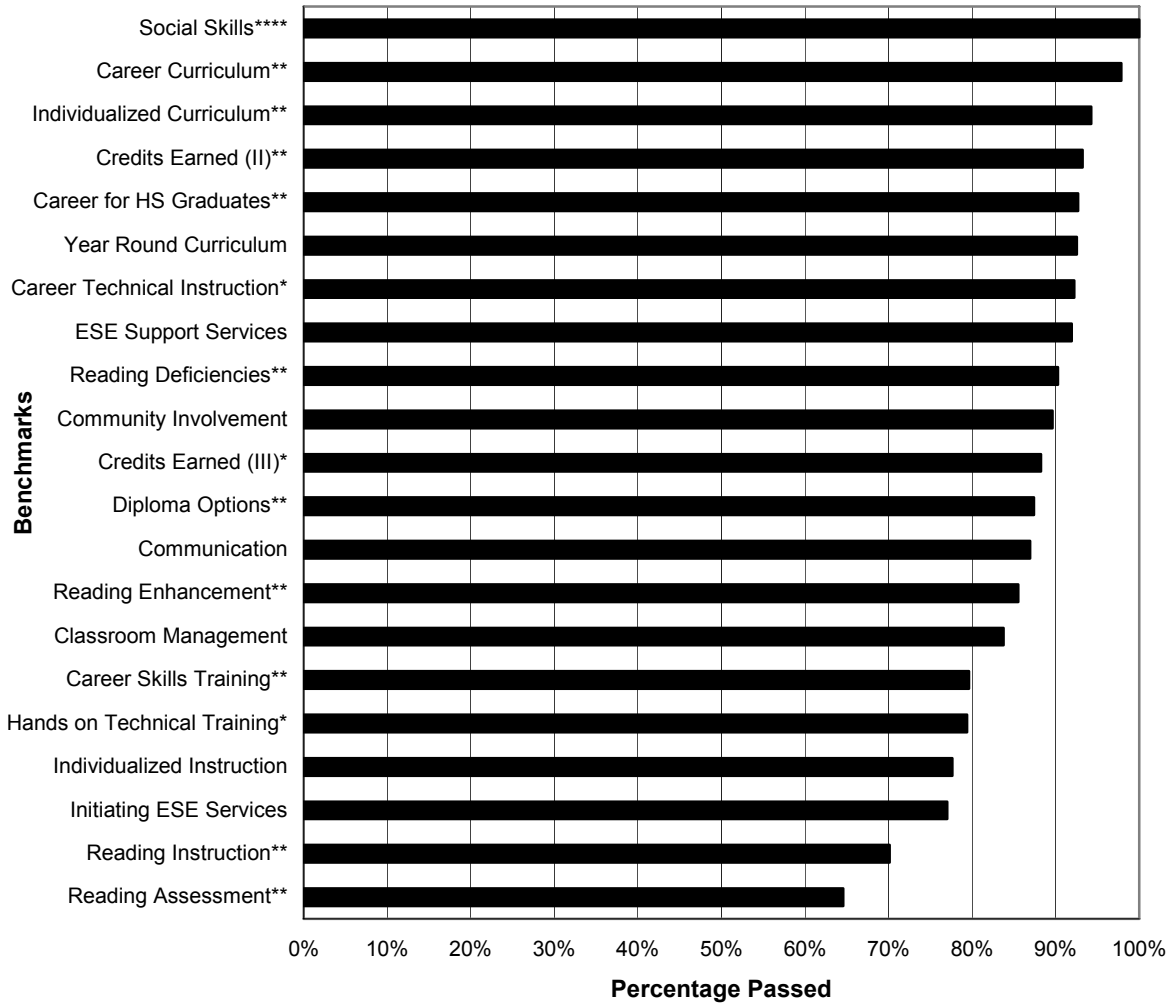
* Residential Only ** Residential and Day Treatment only   *** Day Treatment Only ****Detention Only

In the service delivery standard, reading assessment had the lowest pass rating (65%), while benchmarks for diploma options, individualized instruction, reading instruction, reading enhancement, career skills training, hands-on technical training, initiating ESE services, reading deficiencies, and community involvement all had pass rates between 70% and 90%. The other nine benchmarks in the service delivery standard had pass rates above 90%.

Figure 2.4-4 presents the percentage of passing benchmarks in the educational resources standard.

Figure 2.4-4: Percentage of Passing Benchmarks in the Educational Resources Standard
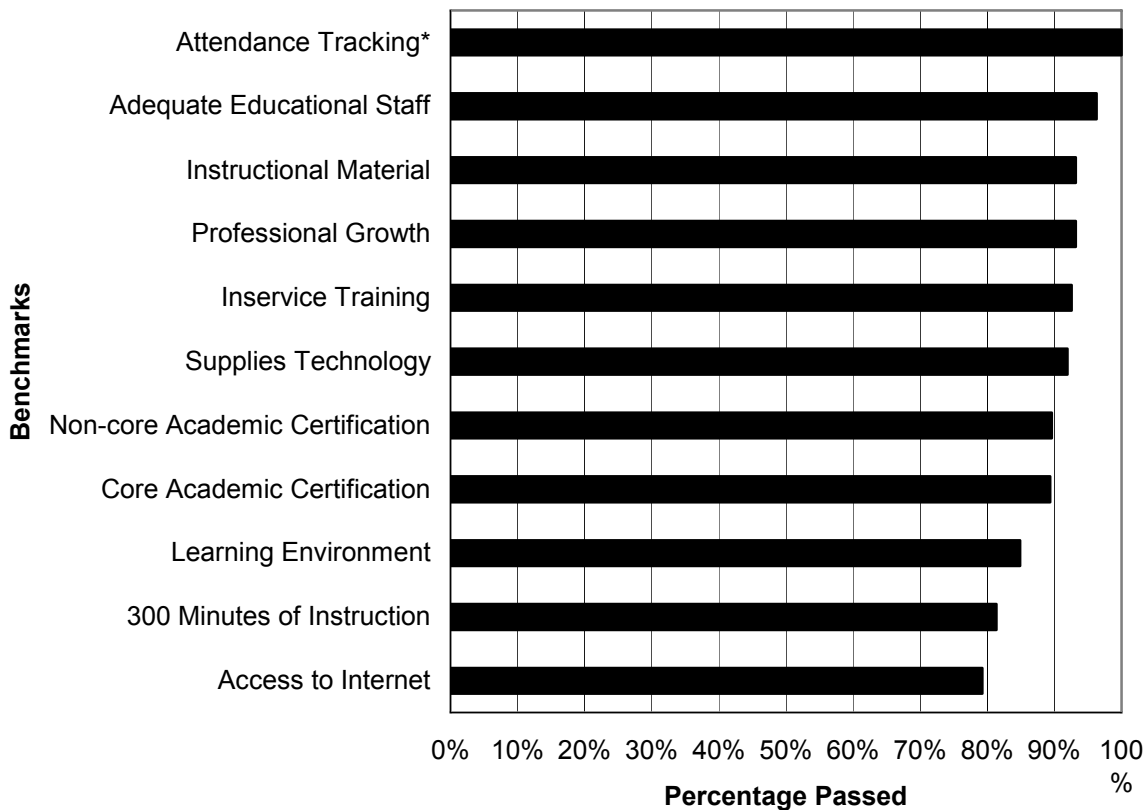
*Day Treatment Only

Within the standard for educational resources, only four benchmarks scored lower than 90%: access to Internet (79%), 300 minutes of instruction (81%), learning environment (85%), and core academic certification (89%). The benchmark for adequate educational staff scored highest (96%). The pass rates in the resources standard display less variation than the transition and service delivery standards.

Figure 2.4-5 shows the percentage of passing benchmarks in the contract management standard.

Figure 2.4-5: Percentage of Passing Benchmarks in the Contract Management Standard
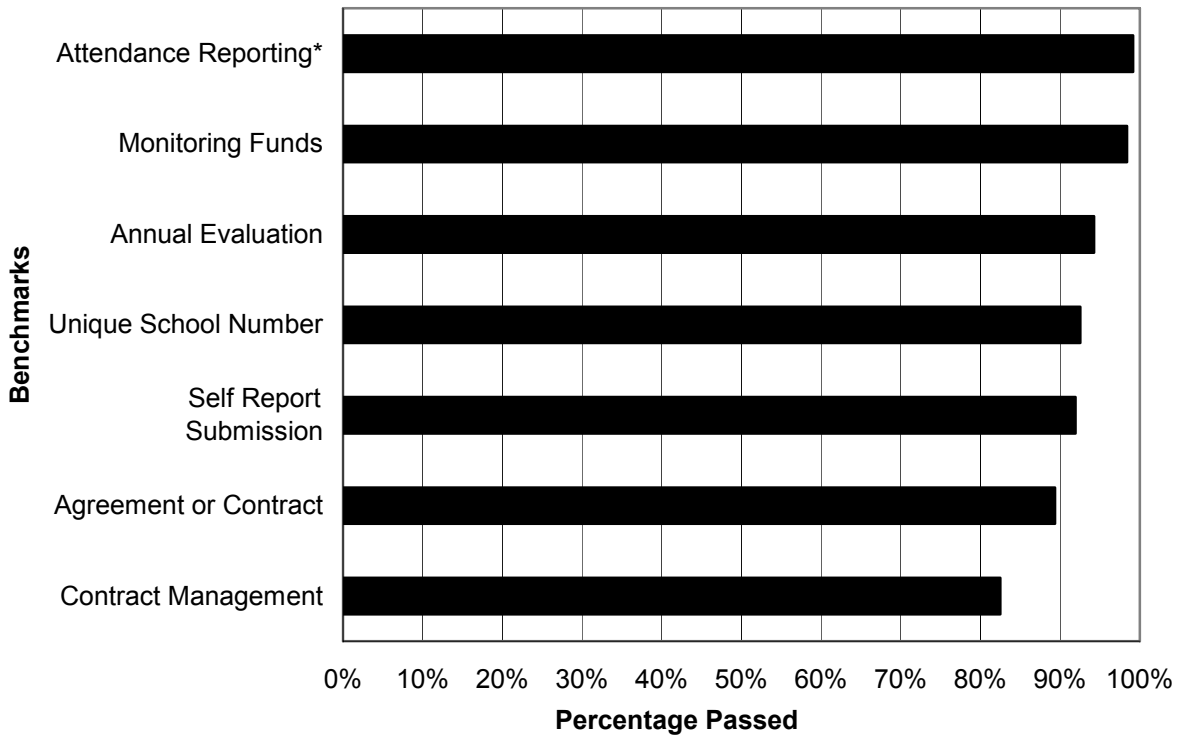
* Residential and Detention Only

Finally, most school districts performed well in contract management. The lowest pass rate within the contract management standard was 83% for the contract management benchmark, and more than 90% of the programs passed in most of the other benchmarks. The benchmark for attendance reporting had a 99% pass rate, followed by monitoring funds (98%). As with the resource standard, pass rates for contract management standard benchmarks displayed less variation overall.

2.5 QA Results for Educational Providers and Programs

Although these findings help assess the overall performance of 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 school district and education provider, and identifies exemplary programs.

Table 2.5-1 identifies the 2005 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 school district's

performance in juvenile justice education, it is important to consider the total number of programs supervised by the school district. Table 2.5-1 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 2.5-1: 2005 Standard and Overall Means for Supervising School Districts Ranked by Overall Mean

Number of Programs Supervised	Supervising School District	Number of Programs	Transition Mean	Service Delivery Mean	Educational Resources Mean	Contract Management Mean	Overall Mean
	Levy	1	4.33	6.75	7.00	7.00	6.10
	Charlotte	1	5.67	5.75	6.67	6.00	6.00
	Holmes	1	5.00	5.75	5.67	5.00	5.60
	Jefferson	1	5.33	5.25	6.00	3.00	5.50
	Citrus	1	5.33	5.75	4.67	5.00	5.30
1 Program	Hardee	1	5.67	5.25	5.00	6.00	5.30
	Glades	1	4.67	4.00	4.67	4.00	4.40
	Hamilton	1	4.67	3.50	3.67	4.00	3.90
	Union	1	2.67	4.25	4.00	0.00	3.70
	Madison	1	2.00	4.00	3.00	1.00	3.00
	Hernando	1	2.33	3.25	2.67	1.00	2.80
	Group Mean		**4.33**	**4.86**	**4.82**	**3.82**	**4.69**
	Walton	2	7.00	7.00	5.33	4.00	6.50
	St. Johns	2 (1)	7.00	6.00	6.34	6.00	6.40 (5.80)*
	Liberty	2	6.83	5.88	6.34	5.00	6.30
	St. Lucie	2 (1)	6.34	6.00	6.00	7.00	6.12 (5.73)*
	Nassau	2	5.67	5.25	5.83	2.00	5.55
2-3 Programs	Sarasota	2	4.50	5.88	5.42	5.50	5.32
	Martin	2	4.84	5.25	5.67	5.50	5.25
	Santa Rosa	2	3.67	4.13	4.84	3.00	4.20
	Monroe	3	5.56	6.17	6.00	5.67	5.91
	DeSoto	3	5.33	4.75	4.78	5.33	4.93
	Lee	3	5.39	4.25	4.86	3.67	4.79
	Okeechobee	3	5.00	4.83	4.44	3.33	4.77
	Osceola	3	3.67	5.08	4.89	4.67	4.68

	Group Mean		**5.45**	**5.42**	**5.44**	**4.67**	**5.44**
4-6 Programs	Collier	4 (2)	6.50	6.63	6.54	7.25	6.55 (6.23)*
	Volusia	6	6.11	6.50	6.38	6.67	6.32
	Escambia	5 (2)	5.77	6.65	6.28	6.00	6.23 (5.57)*
	Washington	4 (2)	5.83	6.52	6.04	5.50	6.11 (5.15)*
	Orange	5	5.77	6.20	6.07	5.80	6.02
	Bay	4 (2)	5.96	5.88	6.21	5.50	5.99 (4.59)*
	Brevard	5	5.10	5.30	5.97	5.20	5.49
	Marion	5	4.90	4.80	5.50	5.00	5.13
	Leon	5	4.90	4.95	5.32	5.80	5.05
	Palm Beach	5	4.13	5.05	4.97	5.20	4.78
	Alachua	4 (1)	3.88	5.38	4.90	4.25	4.74 (4.74)*
	Seminole	4	3.92	4.88	4.92	4.00	4.63
	Group Mean			**5.23**	**5.73**	**5.76**	**5.51**
7+ Programs	Okaloosa	7 (3)	6.57	6.70	6.42	7.14	6.55 (6.35)*
	Hillsborough	10 (2)	5.50	6.01	6.12	6.00	5.89 (5.66)*
	Polk	8 (2)	6.13	5.70	5.89	6.38	5.87 (5.56)*
	Pinellas	14 (3)	5.47	5.80	5.89	5.14	5.76 (5.47)*
	Duval	7	5.00	5.79	5.75	5.00	5.58
	Broward	7 (2)	5.14	5.67	5.42	6.29	5.42 (4.87)*
	Pasco	7 (2)	5.14	5.39	5.33	5.14	5.30 (4.71)*
	Miami-Dade	9	4.96	5.08	4.83	5.33	4.97
	Manatee	7	4.69	4.96	4.64	4.14	4.84
	Group Mean		**5.40**	**5.68**	**5.59**	**5.62**	**5.58**
	Total	174	**5.28**	**5.59**	**5.57**	**5.30**	**5.50**

*The number of programs in parenthesis is the number of exemplary programs within the school district. The scores in parentheses does not include exemplary programs

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.

Overall, 12 supervising school districts had overall mean scores in the high satisfactory range (6.00-6.99), 18 had overall mean scores in the satisfactory range (5.00-5.99), 11 had overall mean scores in the marginal satisfactory range (4.00-4.99), and 4 had overall mean scores in the below satisfactory range (1.00-3.99).

There are 11 school districts that only supervise one program. These programs' overall mean scores range from 2.80 for Hernando County to 6.10 for Levy County. Thirteen school districts supervise two to three programs, with overall mean scores ranging from 4.20 for Santa Rosa County to 6.50 for Walton County. Twelve school districts supervise four to six programs, with overall mean scores ranging from 4.63 for Seminole County to 6.55 for

Collier County. Nine school districts supervise seven to 14 programs, with overall mean scores ranging from 4.84 for Manatee County to 6.55 for Okaloosa County.
Of the school districts supervising only one program, Levy and Charlotte received an overall high satisfactory score (6.00-6.99); Hardee, Citrus, Jefferson and Holmes received a satisfactory score (5.00-5.99); and the Hernando, Union, Jefferson, and Madison districts received below satisfactory scores (0.00-3.99). Of school districts supervising two to three programs, Walton, St. Johns, Liberty, and St. Lucie received a high satisfactory score (6.00-6.99); Nassau, Sarasota, Martin, and Monroe received satisfactory scores (5.00-5.99); Santa Rosa, Desoto, Lee, Okeechobee, and Osceola districts received marginally satisfactory scores (4.00-4.99); and no districts received below satisfactory scores (0.00 to 3.99). Of school districts supervising four to six programs, Collier, Washington, Escambia, Orange, and Volusia received high satisfactory scores (6.00-6.99); Bay, Brevard, Marion, and Leon received satisfactory scores (5.00-5.99); and Alachua, Seminole, and Palm Beach received marginally satisfactory scores (4.00-4.99). No districts received below satisfactory scores (0.00-3.99). Of school districts supervising 7 to 16 programs, only Okaloosa scored in the high satisfactory range (6.00-6.99); Duval, Broward, Pasco, Polk, Hillsborough, and Pinellas received satisfactory scores (5.00-5.99); and Manatee and Dade each received marginally satisfactory scores (4.00-4.99). Again, no district received a below satisfactory score (0.00-3.99).

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, Volusia (with six programs), Escambia and Orange (with five programs each) and Washington and Collier (with four programs each) received high satisfactory overall scores. It is also important to note that of all school districts with more than one program, none received overall below satisfactory scores.

Among the 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 publicly operated (administered directly 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.

Juvenile justice privatization began in Florida in 1974, when the state contracted with Associated Marine Institutes, a privately operated not-for-profit corporation. Since then, and further fueled by state statutes, private providers and privately operated educational programs have proliferated in Florida. The 25 detention centers reviewed in 2005 were excluded from the provider status analyses, since all detention centers are publicly operated and are held to different standards. Detention centers, as a category, scored higher than both residential and day treatment programs. Of the 148 residential and day treatment programs reviewed in 2005, 44% (65) of the educational programs were public, 46% (68) of the educational programs were private not-for-profit, and 10% (15) of the educational programs were private for-profit.

Table 2.5-2 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 2005.

Table 2.5-2: 2005 Mean QA Scores for Public and Private-Operated Educational Programs

Provider Type	Number of Programs	Exemplary Programs	Transition	Service Delivery	Educational Resources	Contract Management	Overall Mean
Public School District	65	11	5.19	5.77	5.63	5.34	5.55
PNFP	68	5	5.42	5.42	5.48	5.34	5.45
PFP	15	1	4.38	4.74	4.71	3.80	4.61
Total/Average Score	148	17	5.21	5.51	5.47	5.18	5.41

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, programs operated by school districts scored the highest, and the private for-profit education providers consistently scored the lowest. The overall mean score for public providers was 5.55, while the private for-profit providers scored 4.61. The largest difference between the public and private for-profit education providers occurred in the areas of service delivery and contract management. Private not-for-profit programs scored higher than public school districts in the transition standard in 2005.

Table 2.5-3 presents the 2005 ranked standard means of educational program providers in both district-operated and district-contracted programs.

Table 2.5-3: 2005 Standard Means for Educational Providers, Ranked by Overall Mean (Both School District and Contracted)

Educational Provider	Number of Programs	Transition	Service Delivery	Educational Resources	Contract Management	Overall Mean
Bay	2 (2)	7.25	7.25	7.75	7.00	7.40
Escambia	2 (2)	6.59	7.75	7.50	6.00	7.23
Monroe	1	7.00	7.00	7.00	7.00	7.00
Seminole	1	6.00	7.00	7.67	7.00	7.00
Twin Oaks Juvenile Development	1	7.33	6.75	6.67	3.00	6.90
Collier	2 (2)	6.67	7.00	7.00	7.50	6.88
Okaloosa	6 (3)	6.50	6.95	6.45	7.17	6.63
St. Lucie	1 (1)	7.00	6.50	6.00	7.00	6.50
Radar Group, Inc	2	7.00	7.00	5.33	4.00	6.50
St. Johns	2 (1)	7.00	6.00	6.34	6.00	6.40
Polk	5 (1)	6.47	6.40	6.27	6.60	6.36
Pinellas	4 (1)	5.54	6.88	6.46	5.75	6.28
Orange	3 (1)	5.61	6.50	6.44	5.33	6.21
Volusia	5	5.80	6.35	6.20	6.60	6.11
Washington	4 (2)	5.83	6.52	6.04	5.50	6.11

Educational Provider	Number of Programs	Transition	Service Delivery	Educational Resources	Contract Management	Overall Mean
Florida Department of Forestry	1	4.33	6.75	7.00	7.00	6.10
Children's Comprehensive Services, Inc.	1	6.67	5.50	6.25	3.00	6.09
PACE Center for Girls, Inc.	19 (2)	5.77	6.18	6.15	6.11	6.05
Hillsborough	7 (1)	5.33	6.17	6.43	6.29	6.01
Sarasota Family YMCA, Inc.	1	5.00	6.50	6.33	6.00	6.00
Securicor New Century	2 (1)	6.00	6.04	5.84	6.00	5.97
Liberty	1	6.33	5.00	6.00	7.00	5.70
Duval	3	4.44	6.42	5.67	5.33	5.69
Police Athletic League Charter School	3	5.56	5.92	5.33	5.00	5.63
Brevard	3	5.39	5.25	6.11	5.67	5.62
Eckerd Youth Alternatives, Inc.	8 (1)	5.21	5.43	5.65	4.50	5.53
North American Family Institute	1	5.33	5.25	6.00	3.00	5.50
Broward	5 (1)	4.93	5.73	5.30	6.00	5.35
Youthtrack, Inc.	1	4.67	5.75	5.33	7.00	5.30
Martin	2	4.84	5.25	5.67	5.50	5.25
Hurricane Island Outward Bound	3	5.22	5.42	5.00	3.67	5.23
Leon	2	4.92	5.13	5.50	6.00	5.16
Lee	2	6.25	4.75	4.67	3.00	5.15
Human Services Associates	3	5.00	5.17	5.11	5.67	5.10
Dade	4	4.33	5.50	5.25	4.00	5.09
Crosswinds Youth Services	1	4.33	5.00	5.50	5.00	5.00
Associated Marine Institutes, Inc.	25 (2)	5.20	4.69	5.02	5.52	4.95
Nassau	1	5.00	4.50	5.33	2.00	4.90
Keystone Educational Youth Services	1	5.33	4.50	5.00	4.00	4.90
Pasco	5 (1)	5.00	4.85	4.67	4.80	4.84
Santa Rosa	1	5.00	4.50	5.00	3.00	4.80
VisionQuest Ltd.	2	5.34	4.75	4.33	3.50	4.80
Marion	3	4.28	4.33	5.33	4.67	4.75
Okeechobee	1	4.33	5.00	4.66	3.00	4.70
Osceola	3	3.67	5.08	4.89	4.67	4.68
Palm Beach	3	3.78	5.08	4.78	4.33	4.63
Bay Point Schools	2	4.84	4.25	4.17	5.50	4.40
Correction Services of Florida, LLC	1	4.00	4.00	5.00	5.00	4.30
Manatee	2	3.75	4.25	4.00	3.00	4.22
Alachua	2	3.25	5.13	4.17	4.00	4.17
Hamilton	1	4.67	3.50	3.67	4.00	3.90
Affiliated Computer Services (ACS)	3	3.22	4.17	4.00	3.00	3.83
Owl Global/Redirection Services	1	2.67	4.25	4.00	0.00	3.70
Youth Services International, Inc.	1	2.33	3.75	4.67	3.00	3.60
Correctional Services Corporation	1	2.00	4.00	3.00	1.00	3.00
Hernando	1	2.33	3.25	2.67	1.00	2.80
Total	**174 (25)**	**5.28**	**5.59**	**5.57**	**5.30**	**5.50**

Note. The overall mean is not calculated by adding the three standard averages and dividing by three. Each standard is 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.   The number of exemplary programs is in parentheses in the Number of Programs column.

Scores in Table 2.5-3 range from a high of 7.40 for the programs Bay County School District operates to a low of 2.80 for a program Hernando County operates. Bay, Escambia, Monroe and Seminole counties were the only four providers to score in the superior range, but 16 providers scored in the high satisfactory range. The highest scoring providers included 14 school districts with a total of 45 programs and six contracted providers with 25 programs. Six providers scored in the below satisfactory range. The lowest scoring providers included Hamilton and Hernando County School Districts (each with one program) and four contracted providers, Affiliated Computer Services (ACS) (with three programs), Owl Global/Redirection Services, Youth Services International, Inc., and Correctional Services Corporation (with one program each).

As mentioned previously, JJEEP instituted a process to identify exemplary programs. The purpose of this process is to acknowledge and reward high performing programs based on previous overall QA scores. Moreover, because of the abbreviated review for exemplary programs, JJEEP personnel are afforded the opportunity to provide more assistance and interventions to low performing programs. A juvenile justice educational program that receives an overall average QA score of 6.5 or higher is awarded exemplary status. As previously stated, for the two years following the year the program receives an overall score of 6.5 or higher, the educational program receives a shortened one-day review. A program that receives an overall average score of 7.0 or higher does not receive an on-site visit for one year. During the subsequent second and third years, the program will receive one-day reviews.

Table 2.5-4 identifies the programs receiving high satisfactory (6.50 and above) and superior overall mean scores during the 2005 QA review cycle.

Table 2.5-4: Exemplary Programs Receiving High Satisfactory and Superior Overall Mean Scores in 2004 and 2005, Rank-Ordered by Overall Mean Score

Program Name	District	Transition	Service Delivery	Educational Resources	Contract Management	Overall Mean
Programs Earning Exemplary Status in 2005						
Gulf Coast Youth Academy	Okaloosa	7.67	7.75	6.67	7.00	7.40
PACE Volusia-Flagler	Volusia	7.67	7.25	7.25	7.00	7.36
Falkenburg Academy	Hillsborough	6.00	7.50	7.67	7.00	7.10
Monroe Detention Center	Monroe	7.00	7.00	7.00	7.00	7.00
Seminole Detention Center	Seminole	6.00	7.00	7.67	7.00	7.00
Liberty Wilderness Crossroads Camp	Liberty	7.33	6.75	6.67	3.00	6.90
PACE Orange	Orange	7.00	6.75	6.75	7.00	6.82
Adolescent Substance Abuse Program	Okaloosa	6.33	7.25	6.67	7.00	6.80
PACE Duval	Duval	7.00	7.00	6.25	7.00	6.73
Polk Detention Center	Polk	7.00	7.00	6.33	7.00	6.71
Britt Halfway House	Pinellas	6.00	7.00	7.00	7.00	6.70
Eckerd Intensive Halfway House	Pinellas	6.67	6.75	6.67	7.00	6.70

Program Name	District	Transition	Service Delivery	Educational Resources	Contract Management	Overall Mean
Live Oak Academy	Polk	7.00	6.25	6.67	6.00	6.60
Volusia Detention Center	Volusia	7.00	7.00	6.00	7.00	6.57
PACE Marion	Marion	6.00	6.75	6.75	7.00	6.55
Camp E-Kel-Etu	Pinellas	6.33	6.50	6.67	5.00	6.50
Walton Learning Center IHH	Walton	7.00	7.00	5.33	4.00	6.50
Walton Learning Center SHOP	Walton	7.00	7.00	5.33	4.00	6.50
Total		**6.78**	**6.97**	**6.63**	**6.28**	**6.80**
Programs Maintaining Exemplary Status from 2004						
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
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
Dozier Training School for Boys	Washington	6.00	7.67	8.00	7.00	7.13
Collier Detention Center	Collier	7.00	7.00	7.00	7.00	7.00
Hillsborough Academy (IRT)	Hillsborough	5.66	7.67	8.00	7.00	7.00
Pasco Detention Center	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 Center	St. Johns	7.00	7.00	7.00	7.00	7.00
Jackson Juvenile Offender Correction Center	Washington	6.00	7.67	7.50	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 Center	Okaloosa	7.00	7.00	6.50	6.00	6.83
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
Camp E-Nini-Hassee	Pinellas	6.67	6.67	7.00	5.00	6.75
PACE Broward	Broward	6.33	7.00	6.67	7.00	6.67
Youth Environmental Services	Hillsborough	5.67	7.67	6.50	8.00	6.63
Avon Park Youth Academy	Polk	6.67	6.33	7.00	7.00	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
St. Lucie Detention Center	St. Lucie	7.00	6.50	6.00	7.00	6.50
Total		6.46	7.26	7.21	6.88	6.95
Overall Average Score		**6.59**	**7.14**	**6.96**	**6.62**	**6.89**

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

* Collier Drill Academy closed in 2005.

As shown in Table 3.5-4, 18 new programs earned exemplary status in 2005 while 25 out of 27 programs maintained their exemplary status from 2004. Of the 18 programs that earned exemplary status in 2005, four are detention centers, four are day treatment programs, and the remaining 10 are residential programs. Sixteen percent of the detention centers, 10% of the residential programs, and 10% of the day treatment programs earned exemplary status in 2005. During the 2005 QA review cycle, nine public school districts operated programs

(7%) and nine private not-for-profit programs (13%) achieved exemplary status. Those programs achieving exemplary status in 2005 have an average score of 6.80 compared to 6.95 for those earning their exemplary status in 2004.

2.6   Summary Discussion

During the 2005 QA review cycle 174 programs were reviewed. Of these programs, 108 were residential commitment programs, 41 were day treatment programs, and 25 were detention centers. Detention centers scored the highest overall (6.00), followed by residential commitment programs (5.43) and day treatment programs (5.37). Moderate risk programs represented the greatest proportion of all programs in Florida in 2005, and their average was in the satisfactory range (5.32), which is roughly equal to the average for all programs (5.48). The highest rated standard in 2005 was standard two, service delivery, which averaged 5.59. This was followed by educational resources, standard three, which received an overall mean score of 5.57. Standard one, transition, was lowest, receiving an overall mean score of 5.28; while standard four, contract management, received an overall mean score of 5.30.

The analysis of QA scores for 2005 demonstrates that the overall mean slightly increased compared to the performance levels in 2004. In 2005, 46 programs (36%) scored in the high satisfactory or superior range, and 12 programs (7%) scored in the below satisfactory range. Not only did the number of programs that maintained high satisfactory and superior ratings increase by 5%, but this improvement was accompanied by a 3% decrease in the number of programs that received scores in the below satisfactory range.

In 2005, QA reviews were conducted in 45 school districts that supervised juvenile justice educational programs. 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 14 programs, with scores ranging from 2.80 to 6.55. Overall, 12 supervising school districts received scores in the high satisfactory range, and four received scores in the below satisfactory range. (Please refer to Appendix F, Tables F-1 through F-5 for detailed data on individual educational programs.)

In conclusion, it appears that despite the addition of two new indicators (reading curriculum and instruction, and collaboration), Florida's juvenile justice educational programs are generally showing improvement in overall mean QA scores. This improvement can be traced to substantial score increases in the testing and assessment and student planning indicators for standard one, transition. There were also considerable score increases for the entry assessment and exit assessment benchmarks within the transition standard. This improvement is promising, and demonstrates that Florida's juvenile justice educational programs can adapt successfully to changes in educational program requirements.

CHAPTER 3
TRENDS IN QUALITY ASSURANCE

3.1 Introduction

In 1998, the Juvenile Justice Educational Enhancement Program (JJEEP) developed a mission to ensure that each student assigned to a Department of Juvenile Justice (DJJ) educational program receives quality, comprehensive educational services in order to increase that student's potential for future success. The quality assurance (QA) system represents an important method for assisting providers and school districts in achieving and maintaining high quality educational programs in juvenile justice facilities.

In fulfilling its mission, JJEEP, in collaboration with the Department of Education (DOE) and local providers, has improved QA standards using identifiable best practices defined by scientific research. Over time, these standards have been continuously modified to improve the juvenile justice educational system in Florida. This chapter provides an overview of the development of the QA system and historical trends in QA scores. The main goal is to assess the impact of the QA system on program performance over a six-year span (2000-2005). This chapter will answer three sets of questions:

1. How do the QA standards change over time? What are the implications of this change for the performance and accountability of programs?

2. What is the trend for overall program performance? Are there fluctuations in QA scores over time?

3. What are the correlates of QA performance over time? How do program characteristics (e.g. program type, size, privatization, personnel-teacher qualifications) relate to QA trends?

This chapter is comprised of six subsequent sections. Section 3.2 provides a brief history of the QA system. Section 3.3 introduces the changes in QA indicators over time. Section 3.4 presents the overall trends for QA standards and indicators, and Section 3.5 breaks these trends down by program type, size, and privatization. The trends in teacher qualifications, including teacher experience, professional certification, and in-field teaching, are summarized in Section 3.6. A summary discussion of the chapter is provided in Section 3.7.

3.2 History of the QA System

In 1983, the Florida juvenile justice system came under the scrutiny of federal courts with a class action lawsuit referred to as the *Bobby M.* case. The *Bobby M.* complaint alleged inhumane conditions and treatment in Florida's three highest security training schools for juvenile offenders. These allegations ignited a major statewide juvenile justice reform movement that continues to influence Florida juvenile justice policy and practice today.

In response to *Bobby M.,* the Florida Legislature has directed considerable attention toward addressing the treatment and education of juveniles in Florida's juvenile justice system. One of the most important products of this legislative reform was the passage of Section 230.2316, F.S. (referred to as the "Dropout Prevention Act"), a 1987 consent decree calling for the establishment of a multi-disciplinary assessment process and continuum of programs to meet the identified needs of youths entering the system. Another important modification was the passage of the Juvenile Justice Act of 1990, which completely revamped Florida's juvenile justice system. In 1993, the Department of Juvenile Justice (DJJ) was created by the Florida Legislature to serve as the administrative agency charged with the statewide development, coordination, and oversight of comprehensive services and programs for the prevention, early intervention, control, and rehabilitative treatment of juvenile offenders. The following year, the Juvenile Justice Reform Act of 1994 took responsibility for juvenile justice programs and services away from the Department of Health and Rehabilitative Services (HRS) and assigned them to the newly created DJJ.[1]

In support of these reforms, Florida DOE staff developed the first set of QA standards to encourage continuous improvement in juvenile justice educational programs in 1995. By combining elements from existing special education performance standards and statutory authority, one set of standards for all program types was developed. The focus was to be on the administration and evaluation of each program's philosophy, procedures, and approach to education. Following revisions to the standards in 1996 and 1997, the project was awarded to the Florida State University College of Criminology and Criminal Justice in 1998, resulting in the creation of JJEEP. During that year, JJEEP conducted an extensive literature review on best and most promising 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. These standards were periodically revised based on new regulations, changing conditions, and the need to improve program performances. In collaboration with DOE, JJEEP staff annually modify the standards in the light of new research, practitioners' input, and legislative requirements. The legislative reference points will be summarized in Section 3.3.

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[1] See Blomberg and Waldo (2000) for a short history of juvenile justice education in Florida.

There is a wide range of best practices from the research literature, including transition planning, parent involvement, individualized curriculum, effective school environment and community involvement. Most of these practices are embedded within the QA standards (see Appendix C for the 2005 QA standards). These practices are process oriented and interrelated. For example, initial assessments are used to develop educational plans, which are then used to improve transition and planning services. Similarly, assessments and student educational plans are employed to develop better curricula that respond to the individual educational needs of students.

In addition to the legislative requirements and research-based practices, the QA standards were designed to incorporate practitioner input. This component enhances the validity of the standards as instruments of assessment. Moreover, through the involvement and participation of practitioners in the annual revision of the QA standards, greater moral authority for the standards is ensured.

Ultimately, the numerous legislative requirements, research literature that addresses best practices in juvenile justice education, increased emphasis on accountability, continual input from practitioners, and JJEEP's research analyses of program performance have led to the development of an evidence-based review system of continuous quality improvement. 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 JJEEP's methods for reviewing juvenile justice schools. This currently consists of reviewing program self-report information; conducting interviews of teachers, students, and educational administrators; observing educational activities; and reviewing student, staff, and school documents. The available documents are reviewed at the beginning of the evidence collection process, and afford QA reviewers a beginning foundation for each program before going on site to continue the evaluation.

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 this variety of sources to verify program practices.

For the 2005 review cycle, JJEEP has implemented even more detailed methods and review protocols for each indicator and benchmark within 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 for each of the multiple sources of data that reviewers collect and examine during the QA review.

In the event of conflicting evidence, reviewers determine the accuracy of information through triangulation of documents, interviews, and observations. When initial problems are identified, reviewers gather additional information to determine if the problems are systemic or merely an oversight concerning an individual case.

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. After all evidence is gathered, preliminary QA ratings are assigned, which are subject to final determination by both a JJEEP in-house review and a DOE review. This process includes two colleagues verifying that the rating justification for each indicator conforms to the corresponding rating given by the reviewer. The QA director 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 QA director shadows all review staff once per year. Shadowing allows the process to be monitored across reviewers, and ensures that inconsistencies are corrected. Together, these processes allow for accurate analyses of problem areas and the provision of more meaningful information to DOE, school districts, and providers.

3.3   Changes in QA Standards

This section provides a brief overview of changes in QA standards based on legislative requirements, research, and practitioner input. The reference points for the QA standards are summarized in Table 3.3-1.

Table 3.3-1: Changes In QA Standards

Year	Activity	Change
1995-1996	• Restructuring occurred in the juvenile justice education system following the Bobby M. case	• DOE developed first set of standards • Initial standards developed based on ESE compliance, monitoring and program philosophy
1998-1999	• DOE contract with FSU College of Criminology and Criminal Justice to create JJEEP • Review of best practices research literature in juvenile justice education occurred ▪ Hosted several large meetings throughout the state for practitioner input	• New QA Standards developed based on best practices literature and practitioner input
2000	• Continued research literature review on best practices • Standards revision meetings with selected school and district representatives for practitioner input • HB 349 (state legislation aimed at reforming juvenile justice education)	• Addition of Contract management as a new standard • Deletion of the standard for personnel competencies • Identification of priority and compliance indicators (base for Corrective Action Protocol)
2001	• Continued research literature review on best practices • Continued standards revision meetings • Continued implementation of HB 349 • SB 2464 (multi-agency studies for space, vocational education and funding) ▪ Reorganization of DJJ	• Minor changes to QA standards to bring them in line with the legislation • Three sets of standards for detention, day treatment and residential programs • New indicator for pre-post student outcome (data collection) for residential and day treatment programs

Year	Activity	Change
2002	• Continued research literature review on best practices • Continued standards revision meetings • 2001 Rule 6A-6.05281, FAC (created first state Board of Education rule for juvenile justice education) • The NCLB Act was signed into law and addresses juvenile justice education requirements under Title I, Part D	• Added of data management indicator (reporting of entry-exit student data and implementation of year-round school) • Separated 'enrollment-assessment' indicator into two separate indicators, (enrollment and assessment)
2003	• Continued research literature review on best practices • Continued standards revision meetings Began implementation of NCLB • Just Read! Florida Initiative • Began publishing community reintegration results • Began conducting deemed reviews of DJJ deemed programs	• Preparations made for NCLB requirements • Identified Type I-II-II vocational programs and separation of indicator E2.02 (employability career, social and life skills) into two separate indicators • New indicator (Literacy and Reading) added • Partial scoring for deemed programs
2004	• Continued research literature review on best practices • Continued standards revision meetings • Highly Qualified Teachers • NCLB • FCAT participation • Adequate Yearly Progress (AYP) • Developed second longitudinal cohort • Began conducting case studies of high performing programs	• Created three-level evaluation instruments (standards, indicators, and benchmarks) • Major changes made to indicators • Reduced the number of indicators • New indicators focused on program activities rather than program policy • More demanding accountability measures • All indicators are made priority indicators • Removal of 'deemed' status for educational QA reviews
2005	• Continued research literature review on best practices • Continued standards revision meetings Continued longitudinal research • NCLB • Continued case studies, including low performing programs for comparison	• Minor changes made to indicators and benchmarks to bring them in line with national and state legislation • Revisions made to Reading Curriculum • Created new indicator: Collaboration • Created more demanding accountability measures • Began identifying programs with educational exemplary status
2006	• Continued research literature review on best practices • Continued standards revision meetings • Continued longitudinal research • NCLB • Introduction of demonstration sites based on case studies • Implementation of the BASI, uniform entry/exit assessment	• Changes based on research and federal requirements • Anticipated that the identification of educational processes in high performing programs will result in future QA changes • Anticipated new program evaluation and data reporting requirements based on NCLB Title I, Part D

Most of the activities summarized in Table 3.3-1 are related to state or national legislation, thus the changes in QA standards address the new legislative requirements. The NCLB Act was the dominant influence for these changes starting in 2002; however, the changes due to the requirements of this Act were more apparent in the QA standards during 2003, and particularly affected the 2004 QA review cycle. Some significant changes, including a decrease in the number of indicators, and all remaining indicators being defined as 'priority indicators', were implemented in 2004. In addition to the changes resulting from state and national legislation, JJEEP's scientific research necessitated changes to the QA standards in order to continuously implement the best

practices in juvenile justice education in Florida. Finally, some of the revisions to the QA standards were derived from practitioner input, reflecting the changing needs of juvenile justice education administrators and teachers.

What are the implications of these changes? Best practices in juvenile justice education are not achieved through a simple formula, such as quality teachers using quality resources in a quality environment. While these are certainly among the most important factors that shape and influence the quality of educational services in Florida's juvenile justice system, there are a variety of other salient factors involved in achieving educational best practices in juvenile justice education. In particular, the JJEEP QA standards have been created and modified to measure factors such as student transition (entry through exit), service delivery, and administration.

In addition to the factors mentioned above, there are other relevant factors–some more concrete than others–that are often beyond the control of individual schools and school districts. Some of these factors include the size of the facility, the student-to-teacher ratio in the classroom, the educational services provider (i.e., public, private, for-profit, etc.), the level of teacher qualifications, and the proportion of students with special needs. Although educational QA standards cannot address these issues comprehensively, JJEEP's ongoing research efforts, which are aimed at identifying and implementing best practices, have examined some of these factors to determine annual trends.

An examination of the changes in QA scores over time further demonstrates how JJEEP's strategy helps to improve the performance of programs under the constraints of factors like program type, size, and provider type. The trend analyses details the QA performance of programs by program type, size, provider type, and teacher qualifications over a six-year period (2000-2005).

3.4   Trends in QA Scores

An overview of trends in QA scores allows for the evaluation of how juvenile justice schools' performance change over time. This analysis will demonstrate how QA reviews help to improve the quality of education in juvenile justice schools, even as the QA standards change and become more demanding. Figure 3.4-1 summarizes the QA scores for all programs over time.

Figure 3.4-1: Mean Scores for Standards Over Time

	2000	2001	2002	2003	2004	2005
Service Delivery	5.59	5.66	5.56	5.87	5.79	5.59
Transition	5.06	5.18	5.14	5.51	4.68	5.28
Educational Resources	5.37	5.51	5.55	5.79	5.58	5.57
Average Score	5.34	5.46	5.59	5.73	5.33	5.50
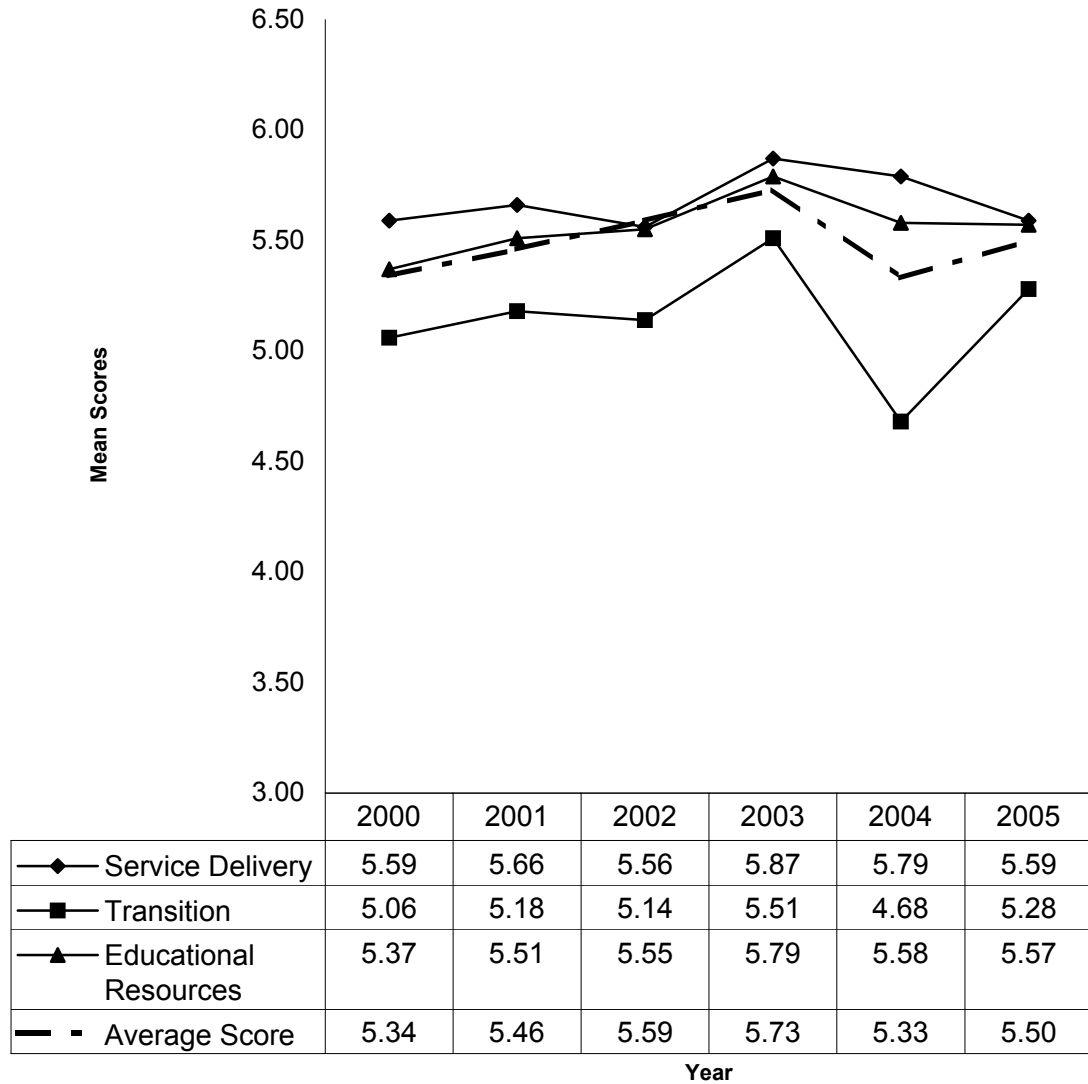
Year

Figure 3.4-1 shows the trends in mean scores for transition, service delivery, and educational resources along with the average score over a six-year time span. While all standards show positive trends until 2003, they drastically declined in 2004, while they began another upward trend in 2005 (with the exception of the service delivery standard). The score for the transition standard increased from 5.06 in 2000 to 5.51 in 2003, while service delivery scores during the same period jumped from 5.59 to 5.87, and educational resources scores grew from 5.37 to 5.79. The transition standard, especially, demonstrated a sharp decline between 2003 and 2004, dropping from 5.51 to 4.68; however, it increased to 5.28 in 2005. The sharp turn in the trend in 2004 can be attributed mainly to the creation of more demanding evaluation standards and the existing requirements of NCLB. More specifically, the negative turn in the transition standard is partly due to the high failure rate in FCAT participation (69% of the programs failed this

benchmark in 2004), reading curriculum, and reading assessment. There were important changes to the QA indicators in 2004, which raised the bar in evaluation and accountability of the juvenile justice schools.

Figure 3.4-2 demonstrates the change in QA mean scores relative to the six-year average. This average is scaled to zero, and the deviations from this score are represented by the bars above and below the horizontal line passing through zero.

Figure 3.4-2: Change in Standard Scores (Five Year Average=0)
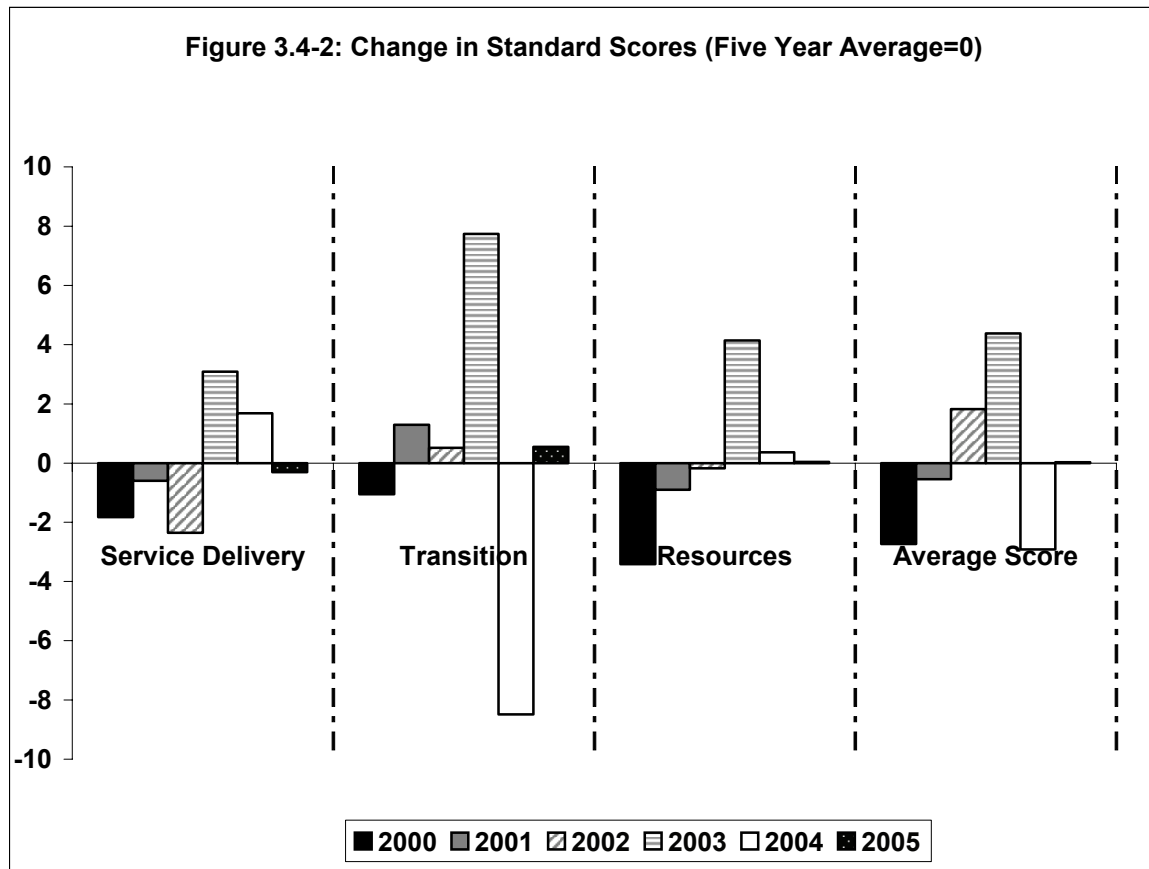
Compared to the six-year average, all mean scores for standards except transition have increased since 2001. Despite the significant drop in the transition standard for 2004– which greatly affected the 2004 overall average–substantial improvement in the transition standard in this year's review cycle has brought the 2005 scores back to the six-year overall average. It is important to note that the horizontal zero line represented in Figure 3.4-2 indicates a six-year overall average for the standards, but the criteria for these standards have become significantly more stringent over the time frame. This means that an "average" overall score in 2005 (no deviation from the horizontal zero line) actually represents a significant improvement in juvenile justice education operations over an "average" score in 2000. Moreover, while the criteria for the standards have become more rigorous each year, some of the most significant changes were made in 2004, causing the overall average to drop to nearly three points below the five-year mean. Florida's juvenile justice education programs adjusted to meet these more stringent criteria, however, as evidenced by a three-point gain in average overall scores for 2005.

The trends in mean scores are helpful in depicting the overall change, but they do not communicate information at the indicator and program levels. In the next section, the trends in QA scores and standards are broken down by program type, size, and provider type. In addition, an indicator level analysis is also provided.

3.5 Program Level Correlates of QA Trends

Figure 3.5-1 shows the trend for average scores in residential, day treatment and detention programs.

Figure 3.5-1: Trends by Program Type

	2000	2001	2002	2003	2004	2005
Detention	5.14	5.18	5.75	6.07	6.11	5.99
Residential	5.35	5.51	5.50	5.61	5.26	5.43
Day Treatment	5.41	5.48	5.78	5.84	5.08	5.37
All	5.34	5.46	5.59	5.73	5.33	5.50

Year
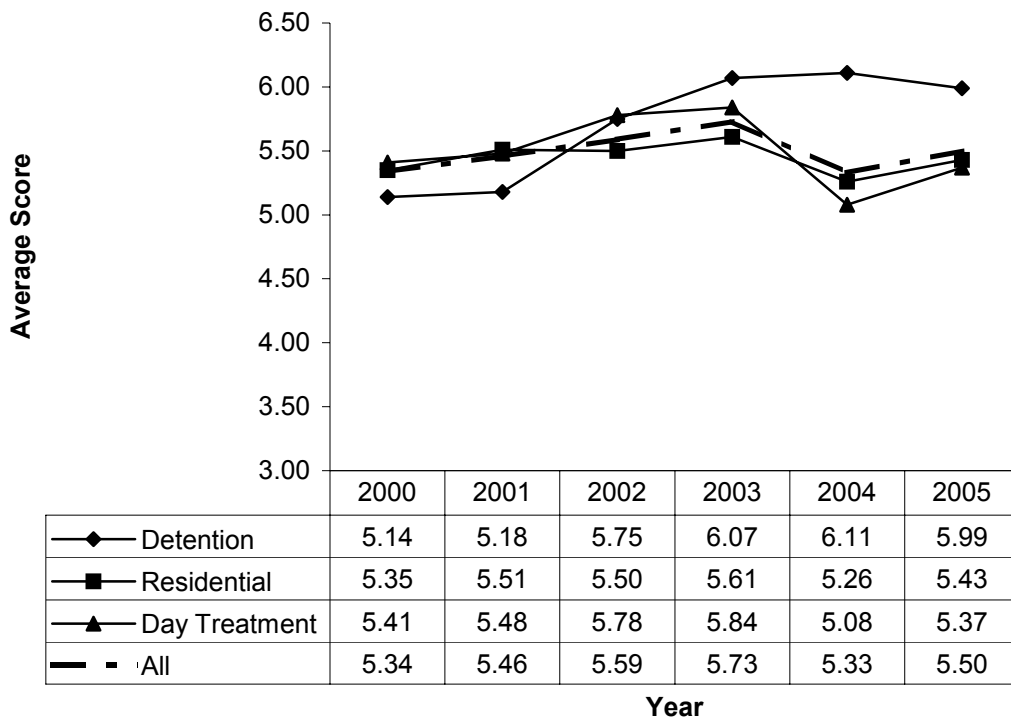
As demonstrated in Figure 3.5-1, detention centers outperform both day treatment and residential programs[2]. Despite the sharp decline observed in 2004 in both residential and day treatment scores, detention centers continued to show outstanding performance by scoring one point higher than other programs on average. Day treatment programs had the sharpest decline in average score (i.e., from 5.84 in 2003 to 5.08 in 2004). In 2005, however, both residential and day treatment programs increased their average QA score,

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[2] The higher performance in detention is largely due to the different QA standards for detention centers. Detention centers are temporary holding facilities that serve thousands of students throughout the year for relatively short periods of time, they are held to different educational standards than either day treatment or residential facilities. For example, detention standards do not include requirements such as *Just Read Florida!*, vocational curriculum and instruction, and FCAT-testing, among others.

whereas detention centers evidenced a slight decline. The overall average for all program types increased from 5.33 in 2004 to 5.50 in 2005. The steady increase in detention center scores is largely due to their different QA requirements. Because detention centers are pretrial facilities that generally serve students for short periods of time, they have not had to meet some of the residential and day treatment program standards, such as FCAT participation, post testing, vocational curriculum, and some of the reading requirements.

Figure 3.5-2 shows the change in QA scores relative to a six-year mean for residential, day treatment and detention programs. This chart illustrates how each program type performed in three standards over time. Once again, the average for each program type is scaled to zero, and the deviations from this score are represented by the bars above and below the horizontal line passing through zero.

Figure 3.5-2: Trends in Mean QA Scores by Program Type
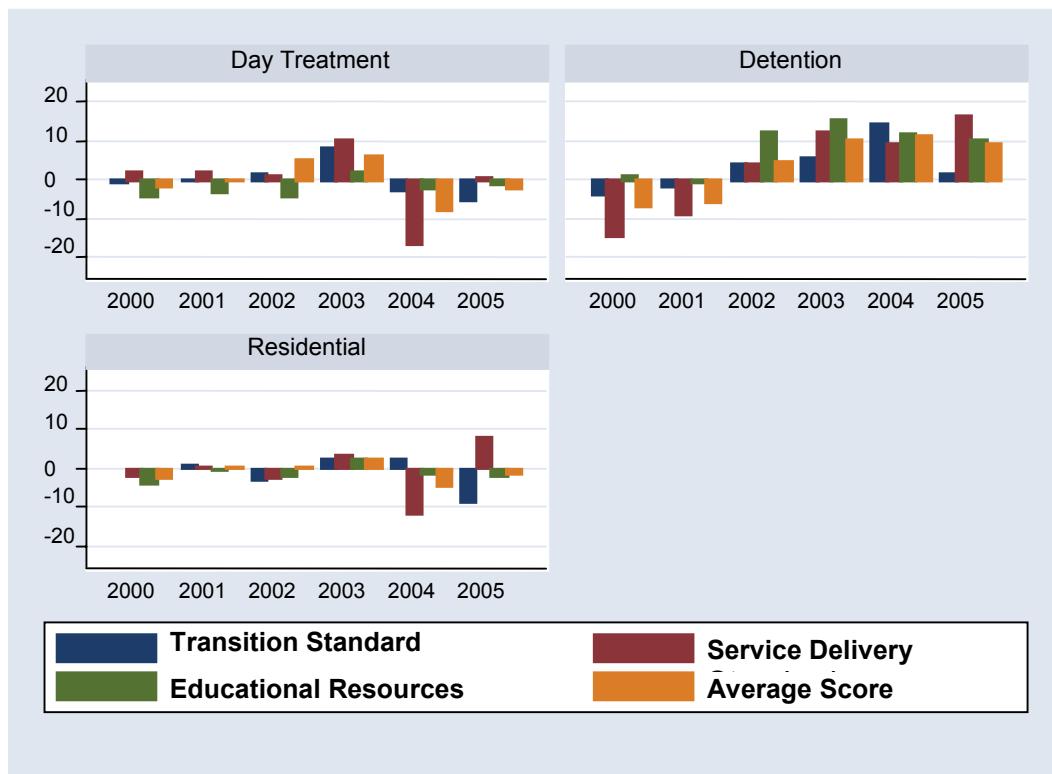
Note: When no bar appears for a certain year, the score for that year for a given indicator is equal to the six-year average.

Detention centers appear to have the best performance over time, followed by the residential and day treatment programs. In detention centers, the relative change in the long-term mean across all standards is larger. In addition, all standards have positive gains since 2002 in detention centers. Day treatment programs usually perform better than the residential programs, especially in 2003 when they demonstrated larger positive and smaller negative gains compared to residential facilities. Only detention centers did not show a decline in any standard–including the transition standard–in 2004 and 2005. In contrast, residential programs showed negative gains for all but the service delivery

standard for the same years. Residential programs have a large positive spike for the service delivery standard in 2005.

The DJJ programs under the review of JJEEP also differ in their size. Observing the trend in QA performances broken down by program size may further aid in understanding the dynamics that affect overall QA scores over time. Figure 3.5-3 reports the trends in average QA score by facility size.

Figure 3.5-3: Trends in Average QA Score by Program Size

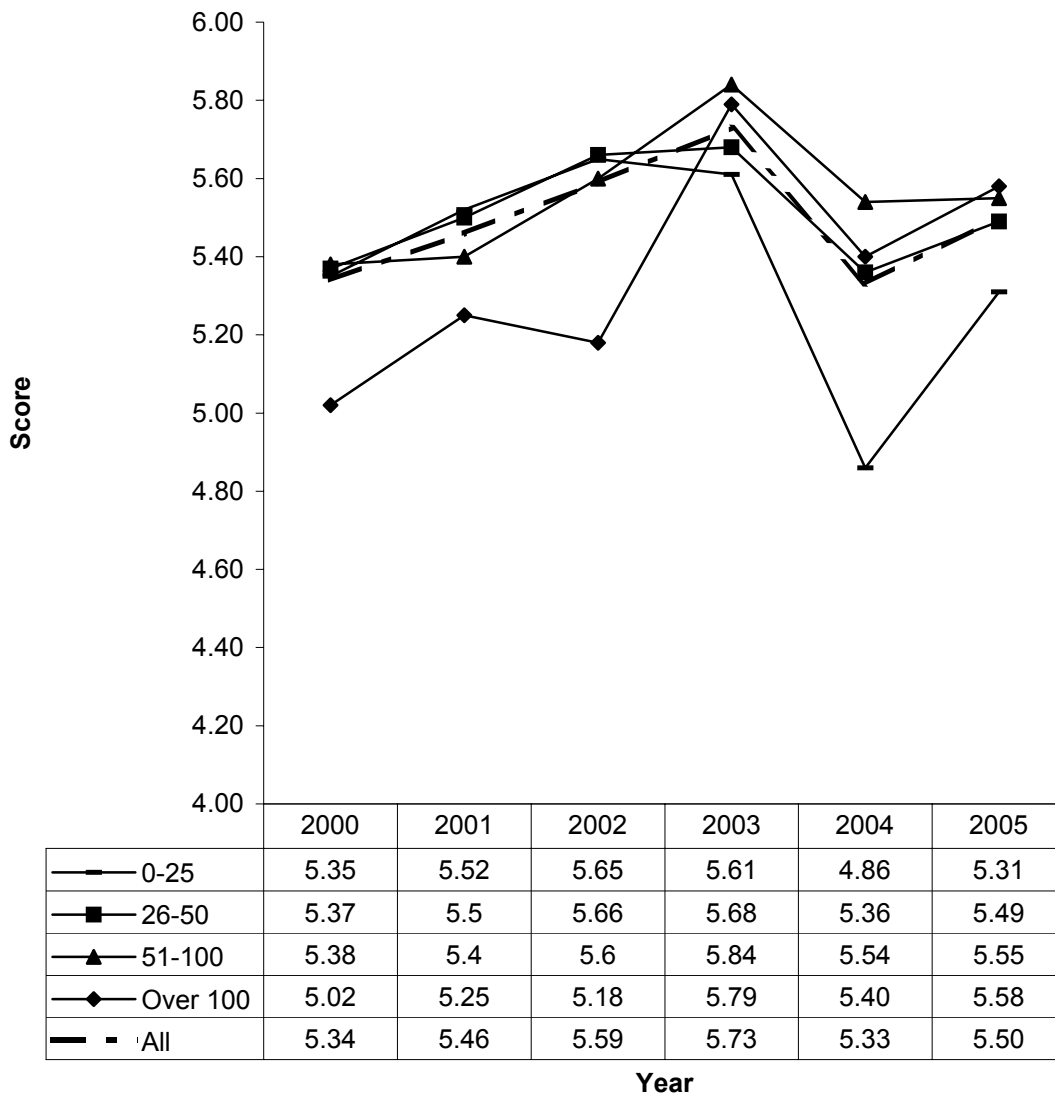|	2000	2001	2002	2003	2004	2005
0-25	5.35	5.52	5.65	5.61	4.86	5.31
26-50	5.37	5.5	5.66	5.68	5.36	5.49
51-100	5.38	5.4	5.6	5.84	5.54	5.55
Over 100	5.02	5.25	5.18	5.79	5.40	5.58
All	5.34	5.46	5.59	5.73	5.33	5.50

Year

Figure 3.5-3 shows trends in average QA scores over a six-year period, categorized by facility size. Program size refers to maximum student capacity. Since 2003, the smallest programs (0-25 students) have consistently been outperformed by larger programs, but

have made the most significant improvement this year, earning a score of 5.31 for 2005 compared to 4.86 in 2004. For the first time, the largest programs (over 100 students) have earned the highest score (5.58). The largest programs were the poorest performers from 2000 through 2002, while the program categories with capacities of 100 or less earned nearly identical scores for each of those years. Of all program sizes, those with 26-50 students have most closely matched the yearly average scores over the six years as illustrated in Figure 3.5-3.

Perhaps the most significant difference in overall program performances can be seen when the programs are compared by provider type. Figure 3.5-4 shows trends in overall mean QA scores by provider type.

Figure 3.5-4: Comparative Improvement of Overall Mean QA Score from 2000-2005 by Educational Provider Type

	2000	2001	2002	2003	2004	2005
Public	5.51	5.72	5.73	5.77	5.37	5.55
PNFP	5.27	5.29	5.6	5.46	5.17	5.45
PFP	4.72	4.84	4.73	5.35	4.53	4.61
All Facilities	5.36	5.48	5.61	5.58	5.21	5.41
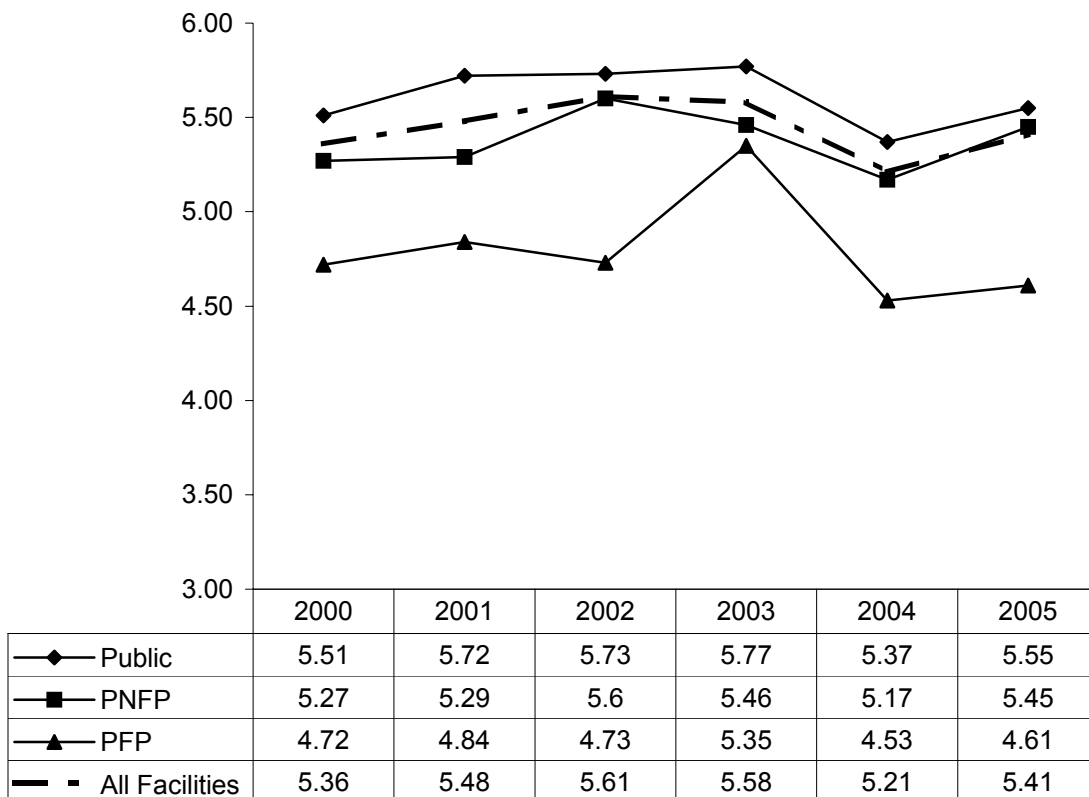
Note. In 2003, deemed programs were scored and, therefore, were included in the analysis. This table's analysis excludes detention centers and one program operated by the Department of Agriculture. Standard four, contract management is not included in the overall mean.
PNFP = private not-for-profit
PFP = private for-profit

The results summarized in Figure 3.5-4 demonstrate that since 2000, 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 provided by private facilities are substandard in comparison to

public facilities (see previous issues of the JJEEP's Annual Reports for a more extensive review of the privatization literature). It is thought that private facilities tend to marginalize services in order to net a greater profit. In Florida, however, it must be pointed out that over the past seven 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 the new 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. It is clear that in any year during which accountability criteria become significantly more stringent, a drop in overall scores can be anticipated as programs struggle to meet the new requirements. In years subsequent to major changes, improvements should be seen as the programs continue working toward meeting or exceeding the stricter accountability criteria. Figure 3.5-4 shows that, as expected, the trend takes a positive turn in 2005, when the average scores for all program types increased compared to 2004 figures. This trend may also be indicative of the success of increased technical assistance provided as a result of sharp declines in 2004.

As mentioned previously, in part, the large decline in overall QA scores in 2004 can be attributed to the large decline in the transition standard scores (particularly FCAT participation) and more demanding requirements imposed by new legislation and NCLB. The charts presented previously show a common pattern of decline in QA scores in 2004. To explore the reasons behind this decline, the QA performance of the programs was analyzed at the indicator level. Figures 3.5-5 to 3.5-10 show the percentage of programs that received unsatisfactory (0-3.99), satisfactory (4.00-6.99), and superior (7.00 and above) scores for each indicator by QA standard. Note that the trends reflected by Figures 3.5-5 through 3.5-7 only cover a four-year span (2000-2003). Because of the significant changes that occurred in 2004, the indicators through 2003 are not comparable to the indicators for 2004 and beyond. Therefore, the years 2004 and 2005 are reflected separately in Figures 3.5-8 and 3.5-10.

Figure 3.5-5: Transition Standard Mean Score Trends by Indicator, 2000-2003
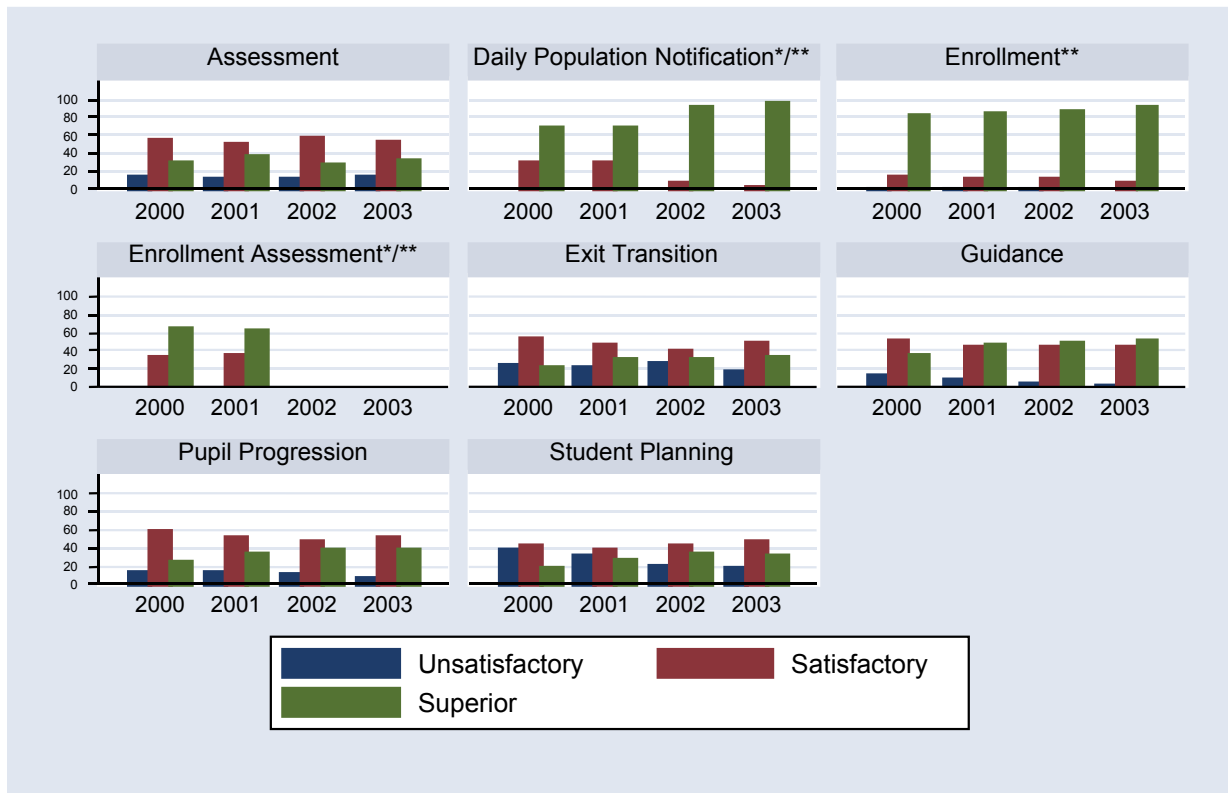
Note. The enrollment assessment indicator was discontinued in 2002. *Detention Centers only **Compliance indicator

Figure 3.5-5 shows that, for most indicators in the transition standard, the rate of unsatisfactory scores decreased, while the rate of superior and satisfactory scores increased over time. Until 2003, enrollment, enrollment assessment (discontinued in 2002) and daily population notification indicators were rated as compliance indicators on a three point-scale with 0 for non-compliance, 4 for substantial compliance and 6 for full compliance. The majority of programs received full compliance ratings (marked as superior in the chart) in these indicators. For enrollment, the full compliance rate is over 80% in all years, whereas for daily population notification this trend increased–from 60% in 2000 to almost 100% in 2003. These areas were previously identified as problematic areas, but as a result of the QA system, their scores have increased. In 2004, all indicators began to be rated on a performance scale ranging from zero to nine. More programs received unsatisfactory scores in student planning and exit transition compared to the other indicators; however, a trend in fewer unsatisfactory scores emerges over time for all indicators.

Figure 3.5-6: Service Delivery Standard Mean Score Trends by Indicator, 2000-2003
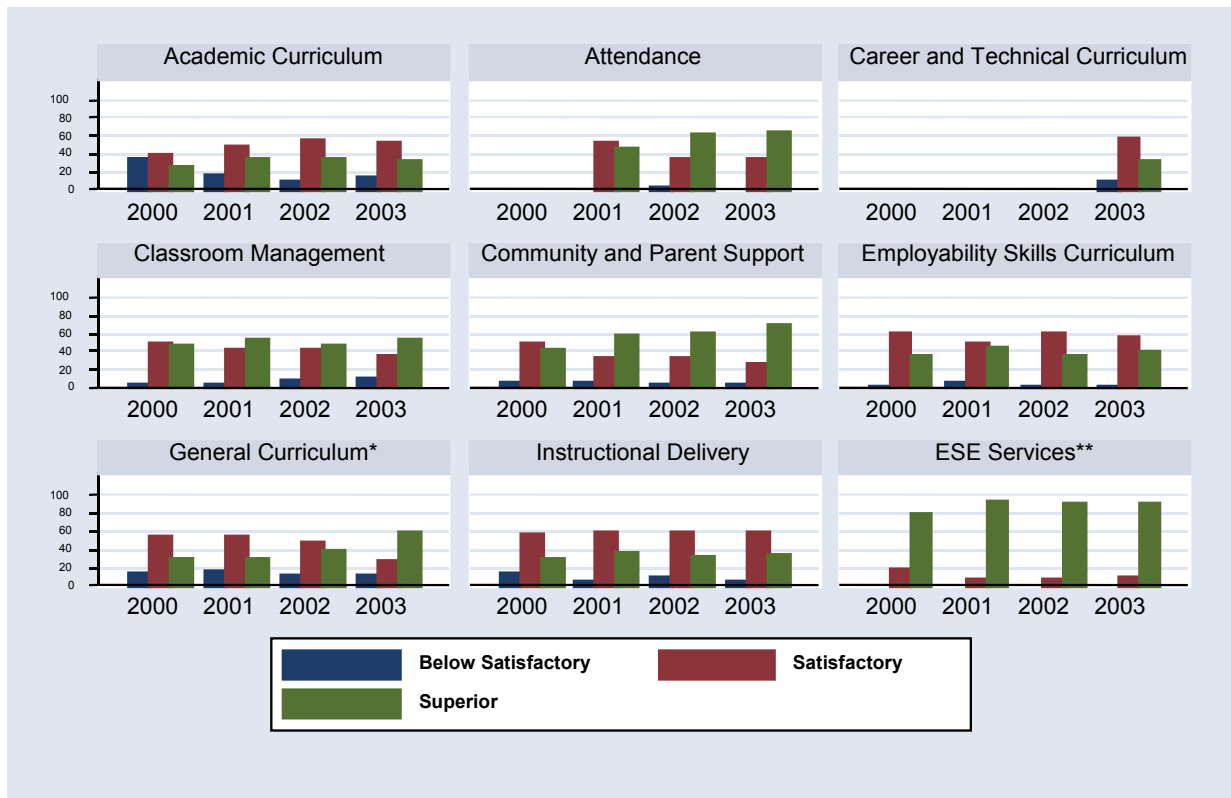
Note. The attendance indicator was new in 2001, and the career and technical curriculum indicator began in 2003.
*Detention only **Compliance indicators.

Figure 3.5-6 shows the percentage of programs receiving unsatisfactory, satisfactory and superior performances in the service delivery standard. Overall, a smaller number of programs received unsatisfactory scores in the service delivery standard compared to those with unsatisfactory scores for the transition standard. For most indicators, the number of programs receiving unsatisfactory scores reflects a decrease over time. Moreover, in the majority of indicators the percentage of programs receiving a superior score reflects a positive trend over four years. From 2000 to 2003, the ESE services indicator was rated as a compliance indicator. No program received a noncompliance rating in this indicator in this time period (marked as superior in the chart) and the rate of full compliance increased from 60% to 80%. This indicator was substantially revised and became a performance indicator in 2004.

Finally, Figure 3.5-7 demonstrates the percentage of programs receiving unsatisfactory, satisfactory, and superior scores in indicators within the educational resources standard.

Figure 3.5-7: Educational Resources Standard Mean Score Trends by Indicator, 2000-2003
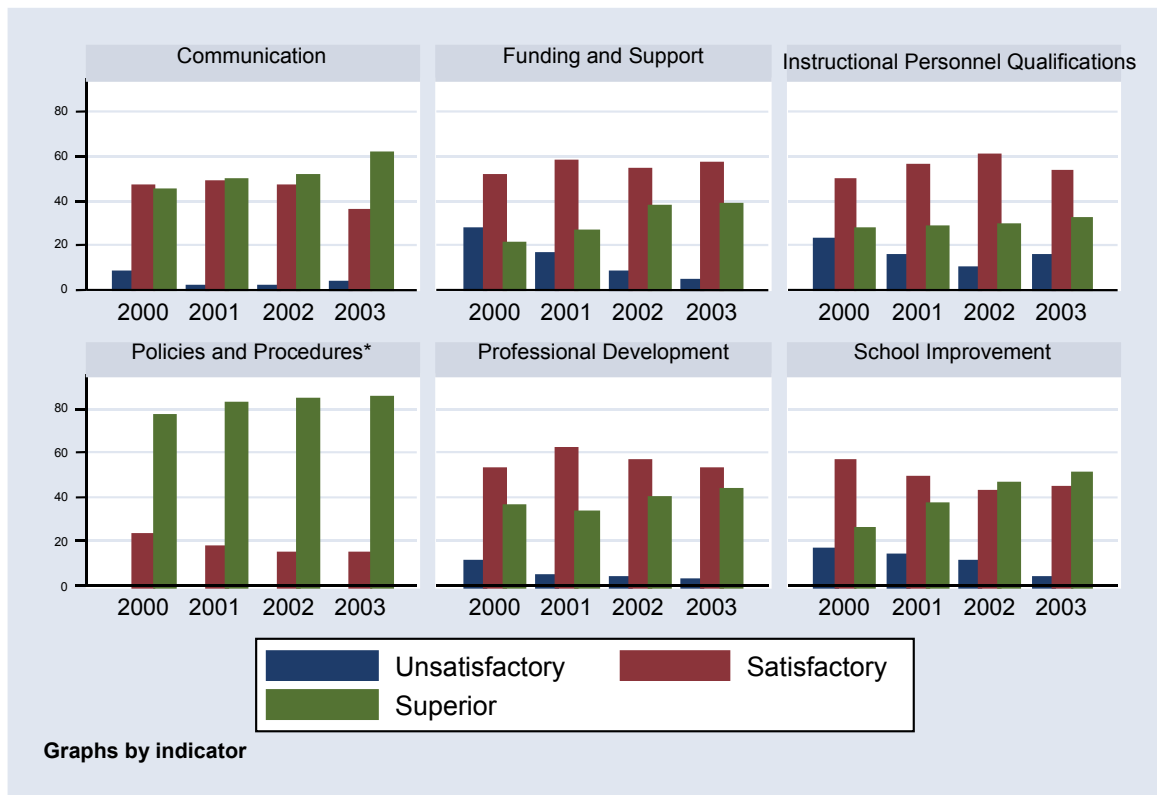
*Compliance indicator

As Figure 3.5-7 illustrates, the percentage of programs receiving satisfactory and superior performances in the resources standard is the highest among all standards over time. For all indicators in this standard, the rate of unsatisfactory performances declines over time. The indicator for policies and procedures was rated as compliance and received no out-of-compliance score over the four-year period.

Communication and school improvement are two indicators for which the rate of superior performances surpasses the rate of satisfactory performances over time. Funding and support as well as instructional personnel qualifications have relatively higher unsatisfactory performance rates; however, they show a negative trend over four years. In fact, all indicators show a negative trend in unsatisfactory scores over the time frame.

Figure 3.5-7 shows that communication and school improvement were among the highest performing indicators until 2003. Given their track record of high performance, it was decided that these indicators would no longer be evaluated in the next QA review cycle (2004). Excluding the high-performing indicators also contributed to the decrease in the 2004 scores for the educational resources standard.

Figures 3.5-8 through 3.5-10 summarize the percentage of programs receiving unsatisfactory, satisfactory and superior performances in 2004 and 2005 for indicators within each standard.

Figure 3.5-8: Transition Standard Score by Indicator, 2004-2005
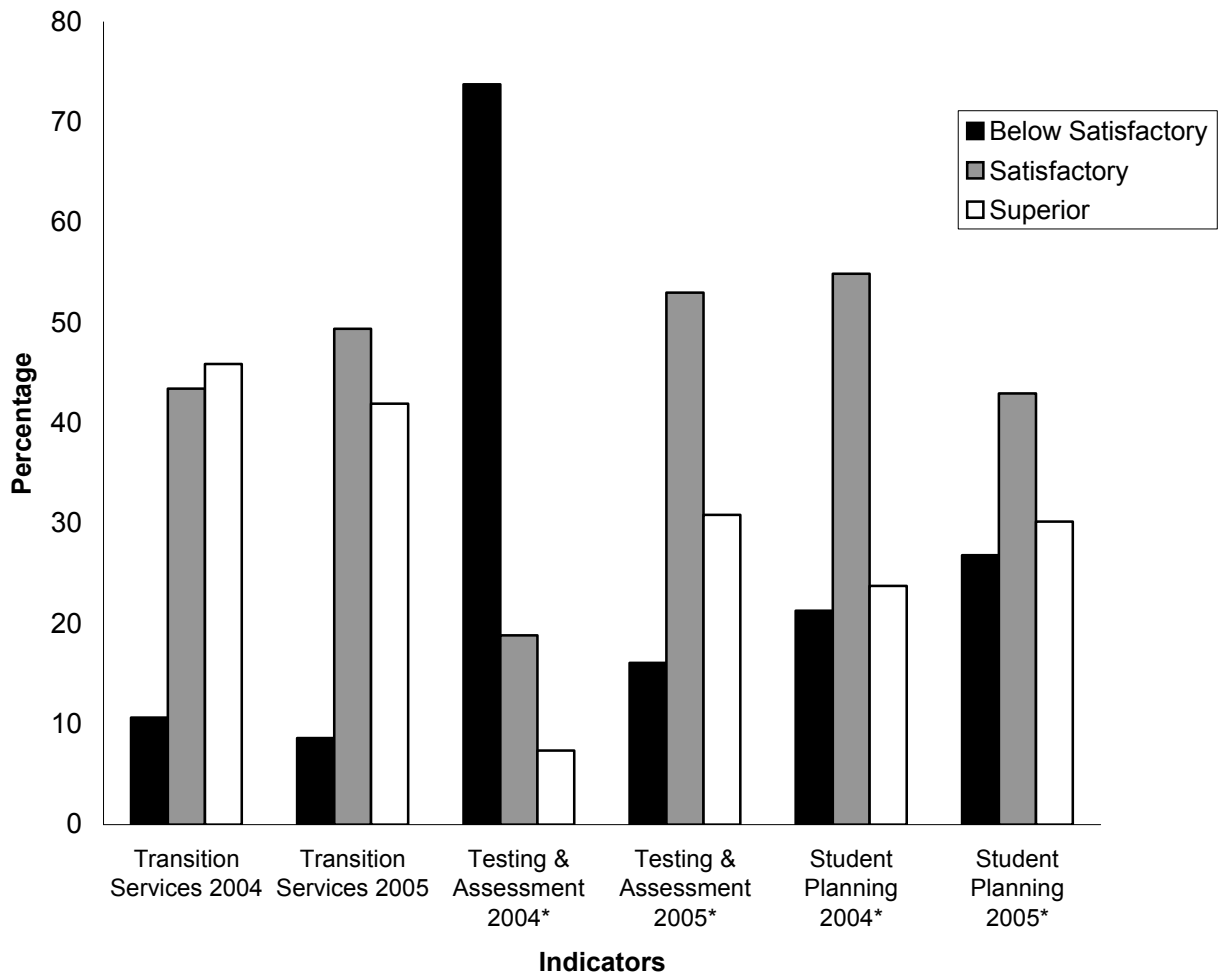
*Residential and Day Treatment only

Figure 3.5-8 shows indicator scores for 2004 and 2005 within the transition standard. As mentioned previously, testing and assessment was the poorest performing indicator across all standards in 2004. This was largely a result of high failure rates in the FCAT participation benchmark (69% of the programs failed that benchmark in 2004); however, this indicator achieved a marked improvement for 2005, with only 16% of programs earning a failing score, compared to 74% in 2004. Additionally, 31% of programs earned a superior score for testing and assessment in 2005, compared to 7% in 2004. It should be noted that the QA reviews for 2005 did not include the FCAT participation benchmark, but the evaluation of this benchmark will occur in 2006. Superior scores for the student planning indicator rose from 24% in 2004 to 30% in 2005; however, there was an equivalent increase in the number of programs failing this indicator during the

latest review cycle. Student planning was the only indicator within the transition standard that observed an increase in the percentage of failing programs for the cycle.

Indicator scores for 2004 and 2005 for the service delivery standard are summarized in Figure 3.5-9.

Figure 3.5-9: Service Delivery Standard Score by Indicator, 2004-2005
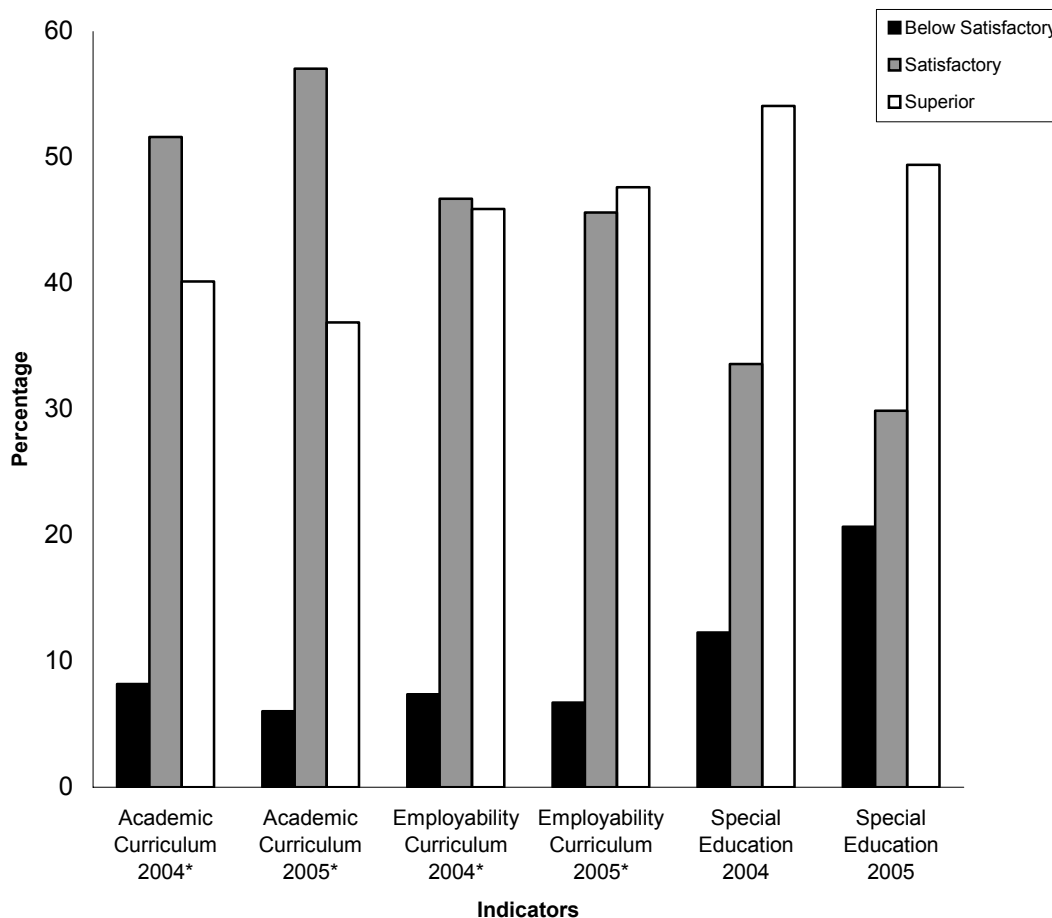
*Residential and Day Treatment only

No significant changes are observed between the two years with the exception of the special education indicator for which there was an increase in the rate of below satisfactory indicators in 2005. The percentage of programs receiving below satisfactory scores within this indicator increased from 12% in 2004 to 21% in 2005. However, as mentioned previously, there was a 0.3 decline in the service delivery standard in 2005. The reason for such a decline was the addition of two new indicators, collaboration and reading curriculum (not included in Figure 3.5-8), which caused a drop in the service delivery standard. The below satisfactory rate for reading curriculum was 22% in 2005.

Indicator scores for 2004 and 2005 for the educational resources standard are summarized in Figure 3.5-10.

Figure 3.5-10: Educational Resources Standard Score by Indicator, 2004-2005
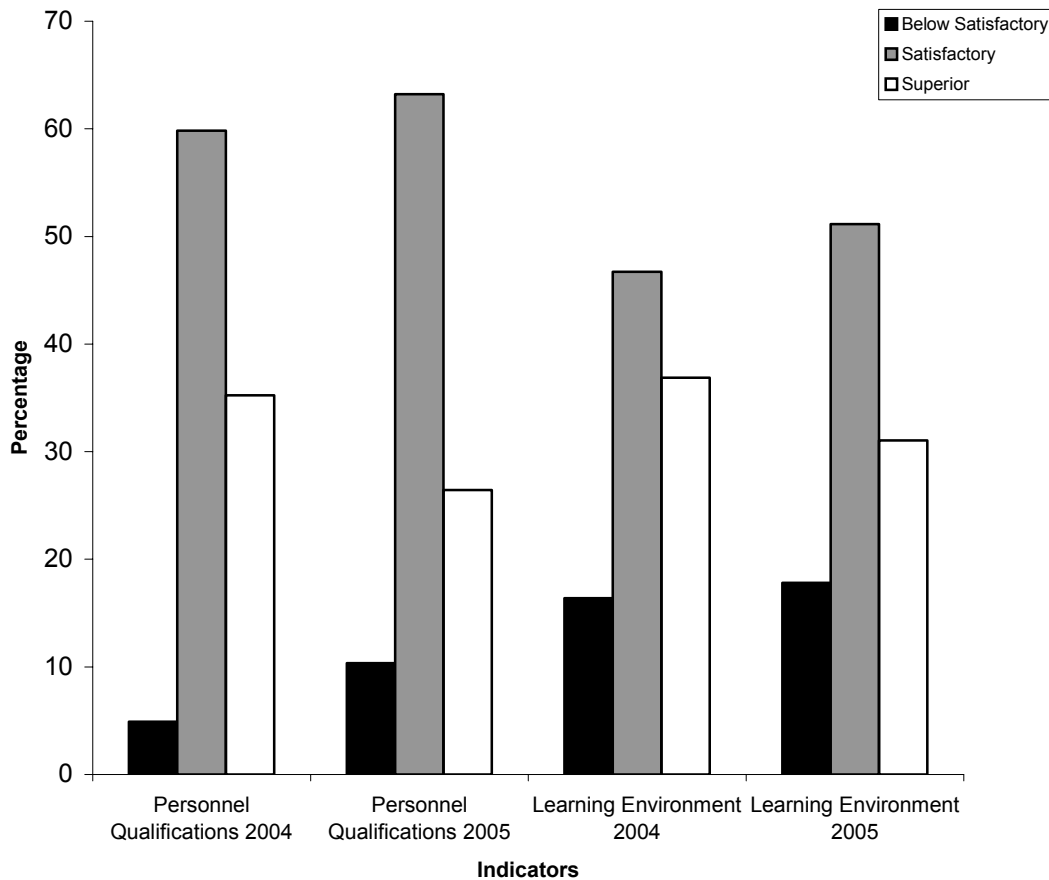
Although there were minor fluctuations in performance ratings of both indicators, no major change occurred. The rate of below satisfactory scores for the personnel qualifications indicator went up by six percent in 2005 (from 10% in 2004 to 16% in 2006); however, this was compensated for by the increase in the number of programs receiving satisfactory scores in both indicators.

The analysis of program performances at the indicator level demonstrates that, although an overall positive trend exists in program performance, the rate of unsatisfactory, satisfactory and superior performances fluctuated over time due to changing requirements and the removal or modification of the highest performing indicators. Juvenile justice schools reached higher superior performance rates in most indicators over a four-year span. The rate of superior and satisfactory performances was highest in the resources standard. The percentage of programs receiving unsatisfactory scores in almost all

indicators decreased until 2003. In 2004, there were many changes to QA standards, and the number of indicators was reduced to nine for residential programs, 10 for day treatment schools and seven for detention centers. Moreover, in 2005 two new indicators -reading curriculum and collaboration- were added to residential and day treatment programs. Because of these multiple changes, direct comparison of pre- and post-2004 indicator level performance are not meaningful. The indicator scores for 2004 and 2005 cannot be said to represent a trend, but it is encouraging that most programs have risen to meet the challenges imposed by increasing requirements and more stringent evaluation criteria since 2004.

3.6 Teacher Qualifications

Education research consistently supports the overall 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 practices.

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. Using national teacher survey data, Ingersoll specifically identified the first five years of teaching as the critical time for teacher turnover. 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. Out-of-field teaching is particularly prevalent in juvenile justice and alternative schools, which is especially important because it has been shown to affect student gains. As cited by Darling-Hammond (2002), a study conducted by Monk (1994) 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 student 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 has also been demonstrated that non-certified new teachers have a negative effect on student 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). In addition, the examination of teacher qualifications of Florida's juvenile justice teachers in 2004 results in several key findings. 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 certified subject area teachers is significantly correlated with the quality of educational services. (See Chapter 5 of this report for more detailed information and research findings regarding teacher quality.)

It is quite safe to assume that the use of well-prepared and certified educators is the most important best practice in juvenile justice education. Therefore, it is imperative to examine the general teacher qualifications of Florida's juvenile justice teachers. 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 the results of this research.

The following tables report the trends for the number and percentage of teachers in relation to various qualifications and characteristics. Table 3.6-1 shows the types of certifications held by teachers and the percentage of teachers holding each type from 2001 to 2005. Table 3.6-2 reflects the percentages of courses taught by teachers who were subject area certified and teachers who were teaching out-of-field from 2001 to 2005.

Table 3.6-1: Level of Certification 2001-2005

	Professional Certification	Temporary Certificate	Statement of Eligibility	School District Approved	Non-Certified	Total
	% 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)
2005	63% (463)	23% (166)	10% (74)	1% (10)	3% (23)	100% (736)

Note. Row percentages may not add to 100% due to rounding. For 2005 entries, data were available for 164 schools out of 174.

The number of teachers with professional certification increased significantly between 2001 and 2005. During this same time, there has been a substantial decrease in the number of non-certified teachers from 9% in 2001 to 3% in 2005. A similar decline is observed in the rate of school district approved certification and statement of eligibility. In 2001, 16% of the teachers had a statement of eligibility, and this rate decreased to 7% in 2003 and slightly increased during 2004 and 2005 to 10%. Teachers with school district approval leveled to one percent compared to five percent in 2001. The percentage of temporary certifications slightly increased over time.   The implementation of NCLB

and the corresponding changes to the QA requirements likely contributed to these positive changes.

Below, Table 3.6-2 presents the number of academic courses taught by subject area certified teachers and out-of-field teachers over a five-year period.

Table 3.6-2: Number of Academic Courses Taught by Subject Area Certified Teachers and Out-of-Field Teachers, 2001-2005 (in percentages)Teaching/Year	2001	2002	2003	2004	2005
MATH					
Courses taught by Subject-Area Certified Teachers	11 (34)	12 (41)	14 (44)	21 (66)	28 (70)
Courses taught by Out-of-Field Teachers	9 (274)	88 (299)	86 (261)	79 (252)	72 (181)
Total	100% (308)	100% (340)	100% (305)	100% (318)	100% (251)
ENGLISH					
Courses taught by Subject-Area Certified Teachers	19 (65)	21 (85)	22 (74)	31 (118)	38 (118)
Courses taught by Out-of-Field Teachers	81 (282)	79 (319)	78 (268)	69 (265)	62 (196)
Total	100% (347)	100% (404)	100% (342)	100% (383)	100% (314)
SOCIAL STUDIES					
Courses taught by Subject Area Certified Teachers	28 (81)	20 (71)	32 (88)	37 (108)	40 (89)
Courses taught by Out-of-Field Teachers	72 (207)	80 (283)	68 (185)	63 (186)	60 (132)
Total	100% (288)	100% (354)	100% (273)	100% (294)	100% (221)
SCIENCE					
Courses taught by Subject Area Certified Teachers	14 (36)	15 (40)	17 (43)	23 (65)	31 (63)
Courses taught by Out-of-Field Teachers	86 (227)	85 (224)	83 (208)	77 (218)	69 (141)
Total	100% (263)	100% (264)	100% (251)	100% (283)	100% (204)

Note. The numbers of teachers are in parentheses.

With the exception of social studies, the percentage of courses taught by subject area certified teachers has steadily increased over all five years. The most striking increase in the percentage of courses taught by subject area certified teachers in all four subjects occurred in 2004 and 2005. As expected, the implementation of NCLB requirements

apparently contributed to this considerable increase. Notwithstanding these positive trends, the majority of courses are taught by out-of-field teachers in all four areas with the highest percentages of outfield teaching occurring in math (72%) and science (69%) in 2005. Despite the approximately 15% improvement observed over time, the majority of classes are still not taught by highly qualified teachers in Florida's juvenile justice schools and this is a finding that begs policy and practice action.

3.7 Summary Discussion

This chapter answers three sets of research questions regarding changes in QA standards over time, changes in program QA performance over time, and program level correlates of QA performance. As explained earlier in this chapter, the QA system has undergone significant changes since the inception of JJEEP, and these changes have helped to improve the standards by which juvenile justice schools in Florida are evaluated. Many of these changes relate to new legislation and policies, but they also relate to practitioners' needs and findings of scientific research. Over the course of this QA system refinement and improvement process, the programs' performances demonstrated interesting trends. The main findings of the analyses provided in this chapter are as follows.

To answer the first research question – *How do the QA standards change over time?* and *What are the implications of this change for performance and accountability of programs?* – a timeline was developed that illustrates key legislative and research activities since the establishment of QA. As a result of new legislation – particularly the NCLB Act – QA standards have become more demanding. This significant overhaul in the indicators and the inclusion of benchmarks in 2004 can be considered the largest change in QA standards since 1999. The new QA system challenges juvenile justice schools to ensure that their educational practices are in compliance with federal and state requirements and, more importantly, to ensure that every student in these schools receives a quality education. The changes in the QA system not only increase accountability but also increase the performance of juvenile justice educational programs.

Second, *what is the trend for overall program performance, and are there fluctuations in QA scores over time*? The analysis demonstrated some interesting trends in the QA performance over time. For instance, for the majority of standards, there has been a significant increase from 2000 to 2003. This is followed by a sharp decline in 2004 – most visible in the transition standard – and a return to the long-term average in 2005. The average QA score peaked at 5.73 in 2003 from 5.34 in 2000 then dropped to 5.33 in 2004, the lowest score in six years. This drop was due to more demanding evaluation measures, as well as to the revamping of the standards for implementing NCLB. In 2005, however, the average QA score increased to 5.50 as the programs started to adjust to the more demanding QA standards. Also in 2005, the QA scores for the service delivery standard decreased approximately 0.20 points. Again, this decline can be partly attributable to new requirements – particularly the inclusion of two new indicators, collaboration and reading curriculum. In sum, whenever QA standards underwent a

significant change, the QA performance took a transitional negative turn; however, as programs adjusted to the changes, they began to increase their performance.

The third research question was concerned with program level correlates of QA performance; specifically, *how do program characteristics relate to QA trends*? When broken down by program characteristics, the trend analysis demonstrated that QA performances are related to size, program type and education provider. For example, when their historical performance is considered, detention centers outperform both residential and day treatment programs. Despite this difference, it should be noted that detention centers are evaluated by fewer and less stringent accountability criteria than are residential and day treatment programs, which undermines any meaningful comparisons between detention, and day treatment and residential programs[3]. The sharp decline in average QA scores in 2004 was most visible in day treatment programs (0.80 points decrease compared to 2003 score); however, both day treatment and residential programs increased their scores in 2005. Interestingly, detention centers had a decline in their overall QA score from 6.11 in 2004 to 5.99 in 2005.

Size of the program was also found to be an important factor in QA performance over time. Generally, mid-sized programs housing 26-100 students outperform smaller (less than 25 students) and larger (more than 100 students) programs. The most significant drop in the average QA score was seen in small programs in 2004 (almost a one-point decrease); however, these programs increased their scores from 4.86 in 2004 to 5.31 in 2005. In addition, publicly operated juvenile justice programs perform better than the programs operated by private providers. Nevertheless, both types of programs demonstrate similar trends with an upward line between 2000 and 2003, and a significant drop in 2004 followed by a second upward line in 2005. This may be indicative of the effectiveness of the QA system, where its impact on publicly operated and contracted programs remains consistent.

Finally, a trend analysis of teacher certification and in-field/out-of-field teaching was provided. While the percentage of professionally certified teachers increased over time, this was still not the desired level. The percentage of teachers with professional certification increased from 55% in 2001 to 63% in 2005 (this rate was even higher in 2004 with 65% of the teachers being professionally certified). Similarly, in all core academic areas, the percentage of highly qualified teachers has increased between 2001 and 2005. The rate of in-field teachers has increased from 11% to 28% in math, 14% to 31% in science, 19% to 38% in English, and 28% to 40% in social studies. Despite these positive figures, out-of-field teaching still remains a major problem, especially in math and science.

Perhaps the most salient finding is that juvenile justice programs are able to successfully adapt to changes in requirements that place additional demands on them. Although the years in which new requirements were added exhibited substantially lower QA scores than previous years, the QA scores demonstrated considerable improvement in the years

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[3] In the future, detention centers' QA performance will not be compared with the QA performance of residential and day treatment programs.

following changes in QA standards. This has several implications for juvenile justice education policy. First, the QA process – especially when combined with the system improvement process discussed in Chapter 3 – makes a difference. The QA process is able to detect specific deficiencies in program performance, while the system improvement process is available to assist those programs with identified deficiencies. Consequently, deficiencies do not go undetected or uncorrected. Years following relatively low overall QA performance exhibit drastic improvement in QA performance, especially in those areas that previously received the lowest QA scores. Second, research and collaboration can successfully drive policy. Empirical research and practitioner input have guided the refinement of the QA process over the years, either directly or indirectly by influencing legislation. Third, research-driven policy is feasible, even when it means continually placing added demands on juvenile justice education practitioners. The new requirements have not resulted in consistently low QA performance; rather, the new requirements have been accompanied by transitional declines in QA performance that have been followed by substantial improvements.

In sum, this trend analysis has promising implications. Florida's juvenile justice system is clearly able to adapt to additional demands necessitated by practitioner input, empirical research, and legal mandate. Furthermore, these implications reach beyond Florida's juvenile justice system. Across the nation, states are struggling to meet the demands of NCLB. These results demonstrate that, with the proper monitoring and system improvement mechanisms, NCLB (and future) requirements can in fact be met. In short, the QA trend analysis is encouraging, both from a state and national perspective.

CHAPTER 4
CORRECTIVE ACTION AND TECHNICAL ASSISTANCE

4.1   Introduction

This chapter identifies and discusses the corrective actions and technical assistance for the 2005 quality assurance (QA) review cycle. Corrective action and technical assistance practices were developed to ensure that Florida's juvenile justice facilities maintain 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. 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 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. Both the corrective action and technical assistance processes are facilitated through a cooperative approach that involves educational providers, local school districts, the Juvenile Justice Educational Enhancement Program (JJEEP), the Department of Education (DOE), and the Department of Juvenile Justice (DJJ).

The corrective action process began in 1999 with the purposes of increasing technical assistance to low-performing programs and identifying specific program deficiencies. These identified deficiencies were then brought to the attention of DOE, which worked with JJEEP and the particular program to resolve the deficiencies in a timely manner. Technical assistance included meetings with program and school district personnel, telephone calls, and written correspondence.

Six years later, while technical assistance continues to be generated from the corrective action process, it has become more codified. Specifically, following the 2002 QA review cycle, the programs identified as having the most serious deficiencies–as determined by several 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 improvement in their scores during the subsequent 2003 review cycle. JJEEP made similar site visits to 22 programs in 2003. Nineteen of these programs received QA reviews in 2004 and, of those, 15 improved their QA scores. The 2004 QA review cycle identified 12 programs in need of system improvement, and while three of these programs were not reviewed in 2005 (two due to an educational provider change and one closed), six demonstrated the effectiveness of the corrective action in their 2005 QA scores, as discussed later in this chapter.

The remainder of this chapter is comprised of six subsequent sections. Section 4.2 describes the current 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 on the Juvenile Justice Educational Institute (JJEI) conference and workshop activities related to juvenile justice education. Section 4.6 describes the interagency collaboration among JJEEP, DOE, and DJJ. Section 4.7 describes recent publications. Finally, Section 4.8 provides a summary discussion of the system improvement process.

4.2 Corrective Action Protocol

The corrective action process began in 1999 with five priority indicators: entry enrollment, student planning, academic curriculum, educational personnel experience, and funding and support. It continued to expand until 2004 at which point all *indicators* became priority indicators and special emphasis was placed on critical *benchmarks*, which are areas identified as crucial to the delivery of quality educational services (although there is some minor variation in critical benchmarks among program types).

In 2005, several modifications were made to the QA critical benchmarks to reflect Florida's increased commitment to improving the reading and exceptional student education (ESE) services provided to incarcerated youths, as well as implementing *No Child Left Behind* Act (NCLB) accountability measures. In particular, two indicators were added: reading curriculum instruction and collaboration. As with 2004, all indicators in the 2005 QA standards are considered priority indicators[1]. The 13 critical benchmarks for residential commitment programs are:

  1.1 (enrollment)
  2.1 (entry academic assessment)
  3.1 (individual academic plans [IAPs])
  3.2 (individual educational plans [IEPs])
  4.1 (individualized curriculum)
  5.2 (direct reading instruction)
  7.1 (Exceptional Student Education [ESE] procedures)
  7.2 (ESE services)
  9.1 (teacher certification)
 10.1 (adequate instructional time)
 11.2 (data management)
 11.4 (participation in the adequate yearly progress [AYP] process)
 11.6 (contract management oversight)

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[1] See Appendix C for the 2005 QA standards.

As explained in Chapter 2, prior to assessing the overall quality of an indicator, reviewers first determine if minimum requirements are being met within each benchmark. Failure to meet minimum requirements within a single non-critical benchmark results in a rating no higher than satisfactory (5) for that indicator. Failure to meet minimum requirements within a single critical benchmark results in the entire indicator being assigned a rating no higher than partial (3).

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 their below satisfactory rating. With assistance from JJEEP and DOE, the school district is responsible for the development of the CAP. The CAP is to be submitted to JJEEP within 90 days following the date of an official notification letter from DOE. 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 may receive a follow-up visit that provides additional technical assistance and verifies that the program is successfully implementing the CAP.

Sanctions or interventions may be initiated for those programs that have not implemented 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 of these areas during annual 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.

The next section provides analyses of deficiencies generating a CAP during the 2005 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 most often identified as the source of CAPs.

4.3 Corrective Action Trends

Figure 4.3-1 compares the number of standards scoring below satisfactory for 2003, 2004, and 2005. All types of programs are included in this chart. In 2004 and 2005, a program received a corrective action for failing any of the standards. Programs that received below satisfactory scores in more than one standard were only required to submit one CAP; therefore, the total numbers in all bars may be different from the total number of CAPs received in 2005. The bars represent the number of programs receiving a below satisfactory score in each standard.

Figure 4.3-1: Number of Below Satisfactory Standards 2003-2005
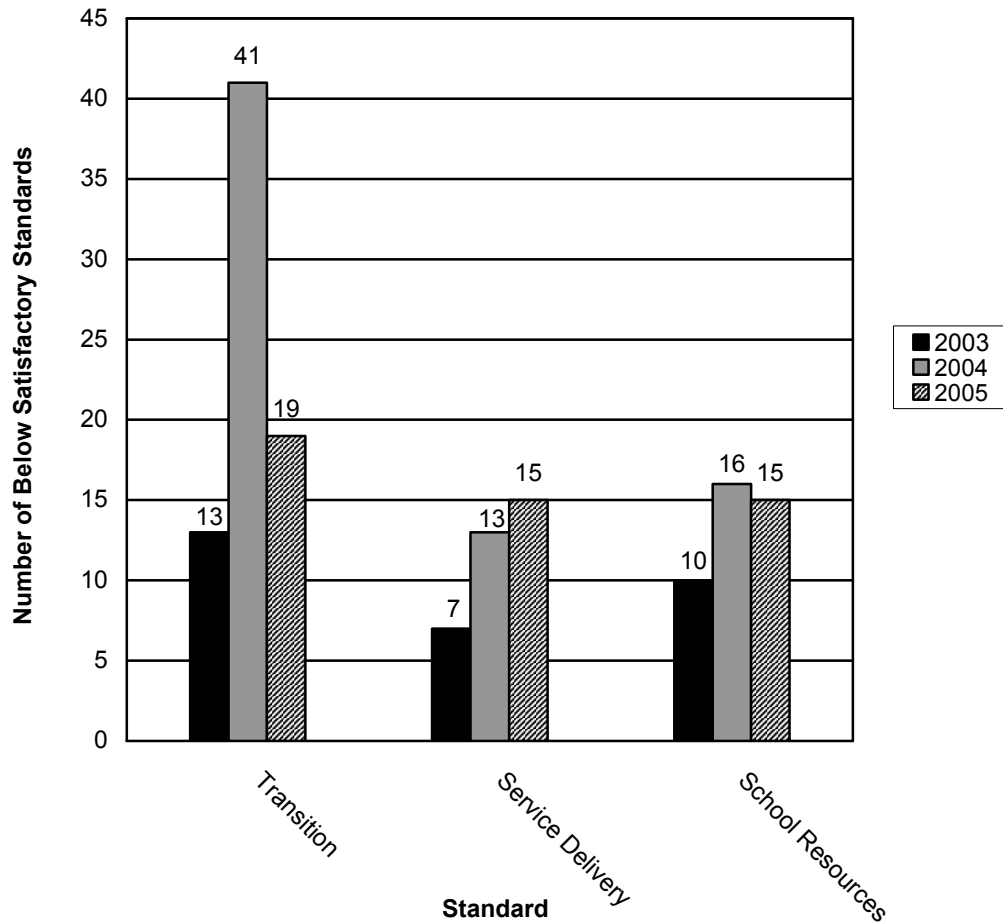
The number of programs receiving a below satisfactory score in the transition standard and school resources standard decreased in 2005 as compared to 2004. Over the three-year period, the highest number of corrective actions occurred within the transition standard. The sharp decline in 2005 in below satisfactory scores for the transition standard is largely due to the 2005 exemption for the Florida Comprehensive Assessment Test (FCAT) participation indicator. Score changes for the remaining standards were less dramatic. The number of deficiencies in the service delivery standard increased steadily from 2003 to 2005, while the number of below satisfactory scores in the resource standard peaked in 2004 and decreased only slightly in 2005. Overall, the total number of deficiencies was lowest in 2003 (30), made a peak (70) in 2004, and then decreased to 49 in 2005. While the high number of deficiencies in 2004 was attributed to the new demands set forth in the NCLB, the addition of two new indicators in 2004 does not appear to have had an equally adverse effect on the 2005 standard scores.

In order to provide technical assistance where it is most needed, it is important to know which programs were identified as having these deficiencies. Table 4.3-1 identifies the programs receiving below satisfactory overall mean scores during the 2005 QA review cycle.

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

Program Name	Supervising District	Level	Transition	Service Delivery	Educational Resources	Contract Management	Overall Mean[a]
Grove Unique Youth Services	Seminole	Moderate Risk	1.67	3.50	2.67	2.00	2.70
Withlacoochee Juvenile Residential	Hernando	Low Risk	2.33	3.25	2.67	1.00	2.80
Central Florida Marine Institute	Polk	Intensive Probation	3.67	2.25	3.00	5.00	2.91
JoAnn Bridges Academy	Madison	Moderate Risk	2.00	4.00	3.00	1.00	3.00
Mandala Adolescent Treatment Center	Pasco	Moderate Risk	4.33	3.00	2.33	3.00	3.20
Camp E-Ma-Chamee	Pinellas	Moderate Risk	3.00	3.25	3.33	3.00	3.20
Manatee Detention Center	Manatee	Detention	2.50	2.00	5.00	3.00	3.43
Eckerd Leadership Program	Pinellas	Intensive Probation	1.67	2.75	3.50	2.00	3.50
Santa Rosa Residential	Santa Rosa	Moderate Risk	2.33	3.75	4.67	3.00	3.60
Union Juvenile Residential	Union	Moderate Risk	2.67	4.25	4.00	0	3.70
Gulf Coast Marine Institute - North	Manatee	Intensive Probation	4.67	3.50	3.50	3.00	3.81
Panther Success Center	Hamilton	Moderate & High Risk	4.67	3.50	3.67	4.00	3.90

[a] Standard four, contract management, is not included in the overall mean.

Twelve (12) programs (approximately 7% of the programs reviewed in 2005) had a below satisfactory score in their overall mean, which represents a decrease from the previous year when 18 programs received below satisfactory scores in their overall mean. Most of these programs are moderate risk programs. The overall scores range from 2.70 (Grove Unique Youth Services) to 3.90 (Panther Success Center). Some programs on the list consistently received below satisfactory scores on all standards, suggesting that the low overall score is

not due to the effect of deficiencies isolated in a single standard, although scores for the transition standard were generally lower than other standard 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 both not-for-profit and for-profit programs contracting with school districts for the provision of educational services. The one program operated by the Florida Department of Agriculture is included with the not-for-profit programs for analysis.

Table 4.3-2: Percentage of Corrective Actions by Provider Type

Type of Provider		Number of Programs	Number of Possible Corrective Actions	Number of Corrective Actions Received	Corrective Action Percentage
Direct Service	District Operated	90	270	14	5%
Contracted	Not-for-Profit	69	207	11	5%
	For-Profit	15	45	5	11%
Total/Average		**174**	**522**	**30**	**6%**

The overall corrective action percentage is 6%. As Table 4.3-2 illustrates, school district operated programs and not-for-profit programs receive fewer corrective actions than for-profit contracted providers by a large margin. The percentages for school district operated providers and not-for-profit providers were 5% as compared to 11% for private for-profit programs.

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. However, in the final analysis, it is the school district's ultimate responsibility to provide Florida's students with a quality education.

A comparative analysis of the 2004 and 2005 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:

- Withlacoochee Juvenile Residential Facility
- Central Florida Marine Institute
- JoAnn Bridges Academy
- Panther Success Center

The previous analysis gives the overall performance of programs but does not demonstrate the indicators and benchmarks performing below satisfactory. Thus, the next section reports the data for 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 2005
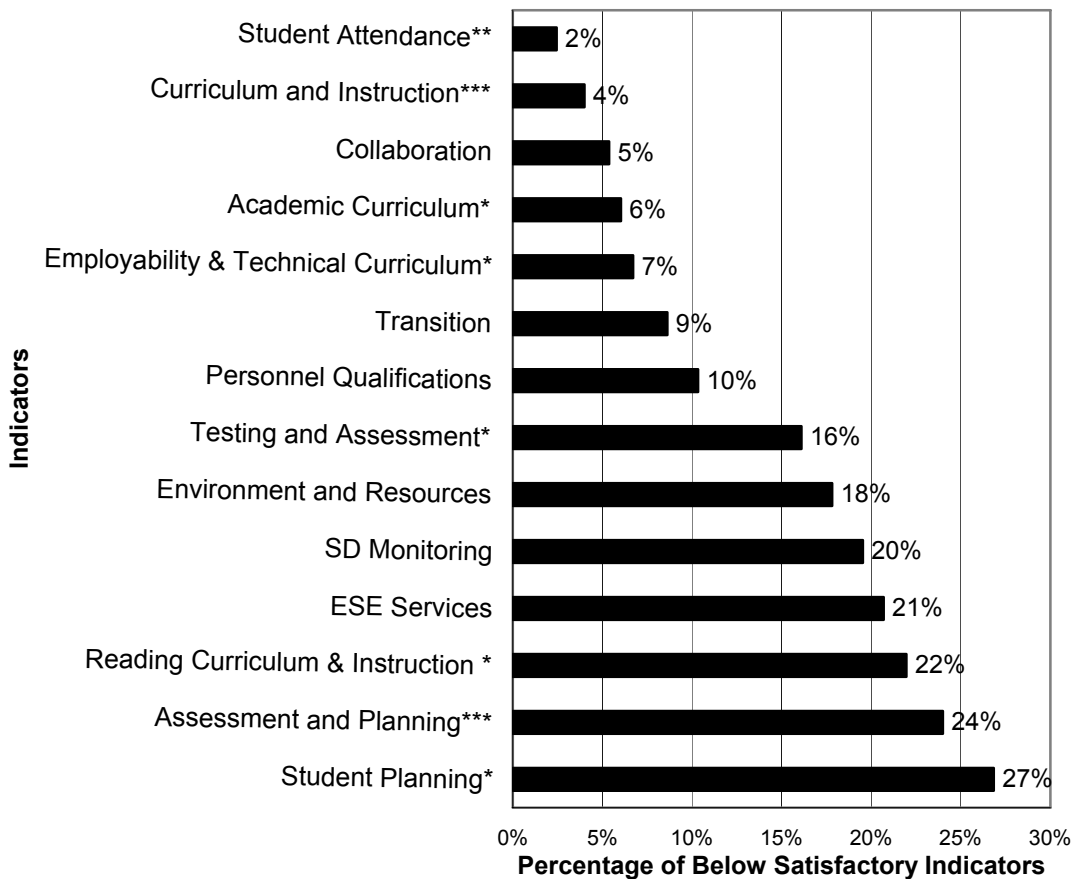
Note:
*Residential and day treatment only ** Day treatment only ***Detention indicator for assessment and planning

Student planning was the most frequently failed indicator, with a failure rate of 27% (40 out of 149 residential and day treatment programs), and the similar indicator for detention, assessment and planning, had a 24% failure rate (six out of 25 detention centers). In contrast, student attendance (one out of 41 day treatment centers, or a 2% failure rate) and curriculum and instruction for detention centers (one out of 25 detention programs, or a 4% failure rate) have the lowest failure rates. Of the two new indicators (i.e., reading curriculum and instruction and collaboration), reading curriculum and instruction had the third highest failure rate (22%), whereas collaboration had a relatively low rate (5%). At least one-fifth of the programs failed in school district (SD) monitoring and exceptional student education (ESE) services.

As mentioned in Chapter 2, beginning in the 2004 QA review cycle, those programs failing a critical benchmark are assigned a rating no higher than partial performance for the entire indicator. Figure 4.3-3 shows the most frequently failed benchmarks among all programs.

Figure 4.3-3: Benchmarks with the Highest Failure
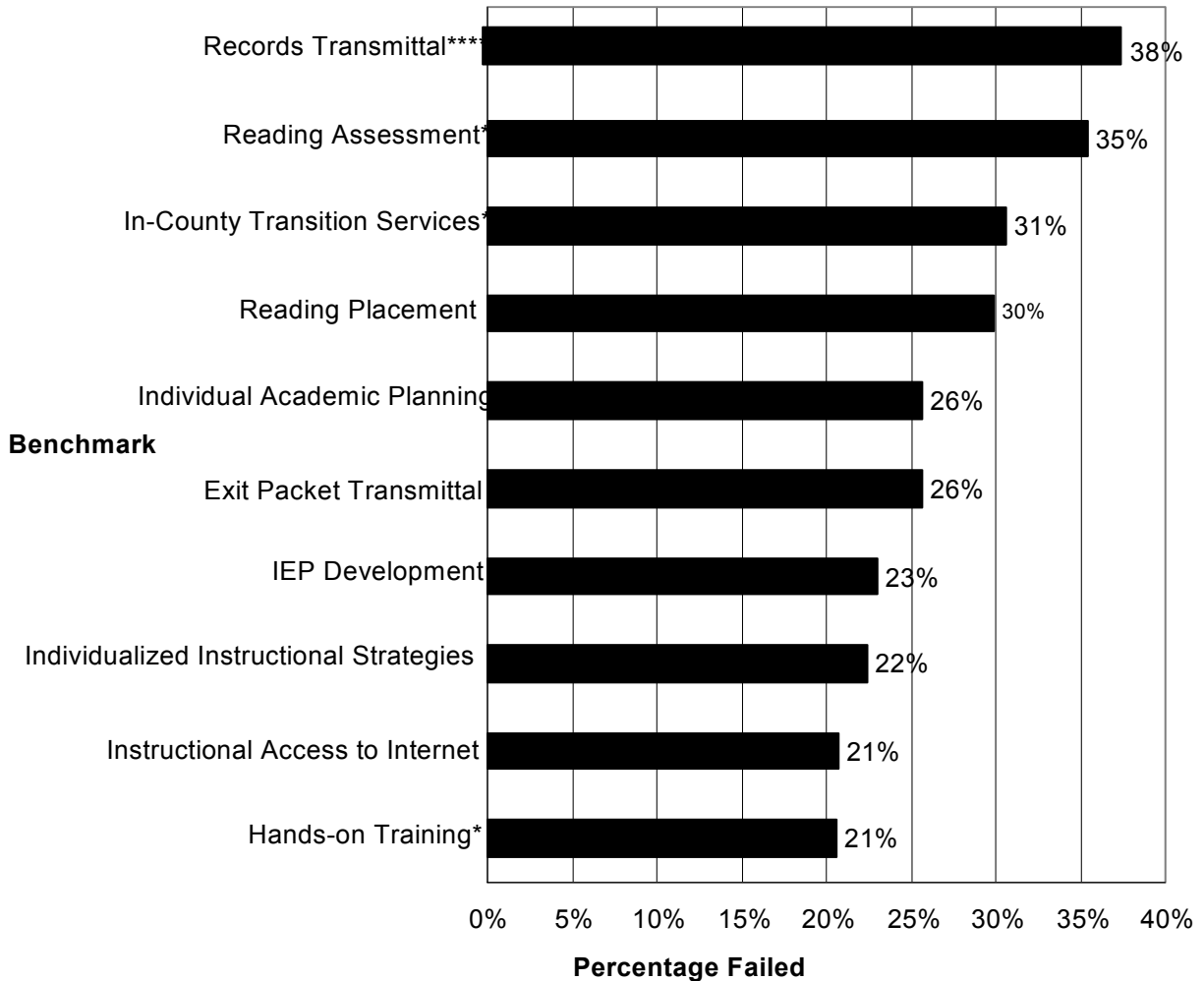
Note: * Residential Only ** Residential and Day Treatment ***Day Treatment Only ****Detention Only

School records transmittal had the highest failure rate (38% of detention centers, or nine out of 25 centers); this was followed by the reading assessment benchmark (35% of residential and day treatment programs). In-county transition services (for day treatment) and the reading placement test indicator (for residential and day treatment) also had high failure rates (31% and 30%, respectively). Furthermore, five of the 10 most frequently failed benchmarks were in the service delivery standard, four were in transition and only one was in the educational resources standard. None of the benchmarks within the contract management standard reached a failure rate greater than 20%.

Another important finding related to the distribution of failing indicators is that public and private not-for-profit providers had lower failure rates than private for-profit providers. Table 4.3-3 contains the percentage of below satisfactory indicators (BSIs) received by each type of provider.

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

Type of Provider		Number of Programs	Number of Exemplary Programs	Number of BSIs	Possible Number of BSIs	BSI Percentage
Direct Service	School District Operated	90	19	122	886	14%
	Not-for-Profit	69	5	100	777	13%
Contracted Providers	For-Profit	15	1	39	164	24%
Total/Average		174	25	261	1827	14%

As Table 4.3-3 shows, schools operated by private not-for-profit providers performed better than schools operated by public and for-profit providers. Private for-profit institutions had the highest percentage of BSIs. School district operated programs failed in 122 of 886 possible indicators (14%), while the same rate was 13% for private not-for-profit programs and 24% for private for-profit programs. The overall failure rate was 14%, for a total of 261 below satisfactory scores out of 1,827 possible indicators. It should be noted, however, that school district operated programs had more exemplary programs (19) than did schools operated by contracted providers (6).

Table 4.3-4 lists, in descending order of BSI percentage, 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 2005

School District	Number of Programs	Number of Exemplary Programs	Number of Possible BSIs	Number of BSIs	BSI Percentage
Hernando	1	0	11	8	73%
Manatee	2	0	19	8	42%
Hamilton	1	0	11	4	36%
Alachua	2	0	19	6	32%
Pasco	5	1	51	16	31%
Osceola	3	0	30	9	30%
Okeechobee	1	0	11	3	27%
Lee	2	0	19	5	26%
Palm Beach	3	0	30	7	23%
Marion	3	0	30	6	20%
Nassau	1	0	11	2	18%
Santa Rosa	1	0	11	2	18%
Brevard	3	0	30	4	13%
Duval	3	0	30	4	13%
Broward	5	1	53	7	13%
Washington	4	2	40	5	13%
Dade	4	0	41	5	12%
Orange	3	1	29	3	10%
Hillsborough	7	1	69	7	10%
Liberty	1	0	11	1	9%
Pinellas	4	1	40	3	8%
Escambia	2	2	16	1	6%
Leon	2	0	19	1	5%
Martin	2	0	22	1	5%
Okaloosa	6	3	58	2	3%
Polk	5	1	50	1	2%
Volusia	5	0	52	1	2%
Bay	2	2	16	0	0%
Collier	2	2	16	0	0%
Monroe	1	0	8	0	0%
St. Johns	2	1	18	0	0%
St. Lucie	1	1	7	0	0%
Seminole	1	0	8	0	0%
Total	90	19	886	122	14%

The percentage of BSIs ranges from 0% (Bay, Collier, Monroe, St. Lucie, St. Johns, and Seminole) to 73% (Hernando), with an overall rate of 14% for 90 programs. All school districts with more than four programs have a failure rate of less than 10%, while the districts with a smaller number of programs have higher failure rates (16%). For example, Hillsborough County, with seven programs, failed only 10% of the possible indicators, while Hernando County's single program failed 73% 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 2005

Private Provider	Number of Programs	Number of Exemplary	Number of BSIs	Number of Possible BSIs	BSI Percentage
Correctional Services Corporation/ Youth Services International. Inc.	2	0	11	22	50%
Correction Services of Florida, LLC	1	0	5	11	45%
Owl Global/Redirection Services	1	0	5	11	45%
Affiliated Computer Services (ACS)	3	0	13	33	39%
Eckerd Youth Alternatives, Inc.	8	1	17	87	20%
Bay Point Schools	2	0	4	22	18%
North American Family Institute	1	0	2	11	18%
Keystone Educational Youth Services	1	0	2	11	18%
Associated Marine Institutes, Inc.	25	2	46	289	16%
Hurricane Island Outward Bound	3	0	5	33	15%
Police Athletic League Charter School	3	0	5	33	15%
Twin Oaks Juvenile Development	1	0	1	11	9%
VisionQuest Ltd.	2	0	2	22	9%
Radar Group, Inc	2	0	2	22	9%
Florida Department of Forestry	1	0	1	11	9%
Children's Comprehensive Services, Inc.	1	0	1	12	8%
PACE Center for Girls, Inc.	19	2	16	224	7%
Human Services Associates	3	0	2	33	6%
Crosswinds Youth Services	1	0	0	12	0%
Sarasota Family YMCA, Inc.	1	0	0	11	0%
Securicor New Century	2	1	0	20	0%
Youthtrack, Inc.	1	0	0	11	0%
Total	84	6	140	952	15%

As Table 4.3-5 shows, the percentage of BSIs ranges from 0% to 50%, with an overall rate of 15% for 84 programs. Two programs operated by Correctional Services Corporation and Youth Services International, Inc., failed in 11 of 22 indicators (50% failure rate). Four providers and 7 programs have a failure rate of or higher than 39%, while 11 providers have a failure rate lower than 10%, and four providers (Crosswinds Youth Services, Sarasota Family YMCA Inc., Securicor New Century, and Youthtrack, Inc.) have a 0% failure rate.

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 the needed TA.

4.4   Technical Assistance

Technical assistance continues to be delivered to increase performance in all programs. It is delivered through 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 and the corrective action process continue to be the primary methods of identifying programs' 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 2005 either during on-site QA reviews or through communications, including telephone, postal mail, fax, or e-mail.

In 2005, service delivery was the principal area for which programs and school districts requested technical assistance, representing a break with the past wherein the transition standard generated the majority of TA requests. Figure 4.4-1 shows the amount of technical assistance that was given in 2003, 2004, and 2005 for the three standards. The special on-site visits are not included.

Figure 4.4-1: Frequency of Technical Assistance for Each QA Standard
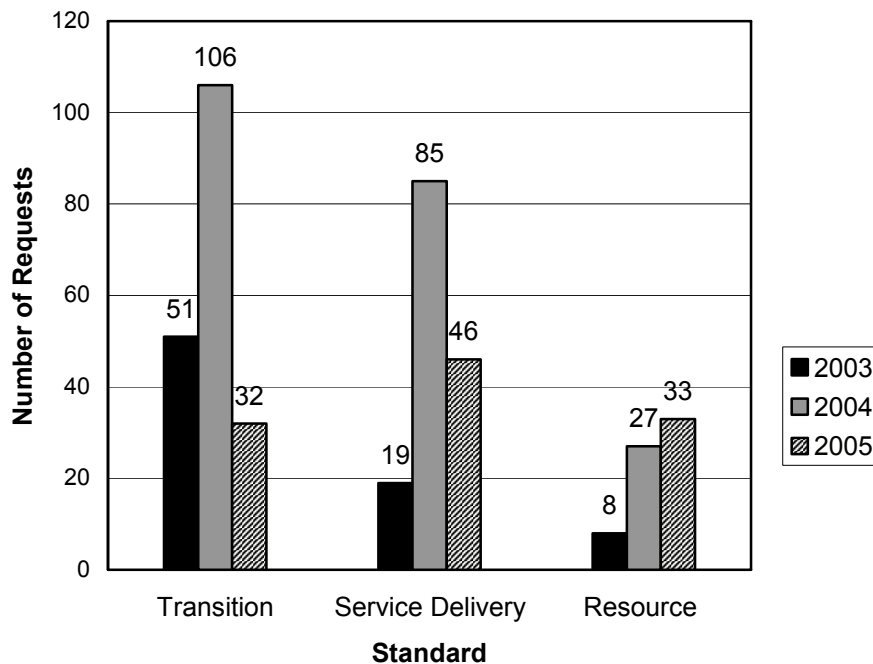
Compared with 2004, there was a decrease in TA given for the transition and service delivery standards and a slight increase in the resource standard during the 2005 review cycle. Within

the transition standard, the development of the individual educational plan (IEP) goals and exit plans, career and writing assessments, and the development of individualized academic plans (IAPs) were the most common areas for which technical assistance was needed. Reading assessment materials and curriculum received most of the technical assistance in the service delivery standard. Finally, within the educational resources standard, the top two areas receiving technical assistance continued to be teacher certification and NCLB resource materials regarding highly qualified teacher requirements.

Special On-Site Technical Assistance: Follow-up From 2004

To expand the successes of last year's on-site technical assistance, JJEEP and DOE personnel conducted nine 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. Originally 12 on-site visits were scheduled, but one program (St. Johns Juvenile Residential Facility) was closed and two others had a provider change (Bay Point Schools-West and Greenville Hills Academy). On-site visits were conducted if a program had multiple and/or consecutive corrective actions, if a program was new, or if the program or school district requested additional technical assistance. There was a decrease in the number of special on-site technical assistance visits in 2005 (9 visits) compared to 2004 (22 visits).

Table 4.4-1 illustrates the difference between 2004 and 2005 QA scores after special on-site technical assistance was provided. Tabulation involved identifying the 2004 low scores and their corresponding standards. Average scores in 2005 were matched to the 2004 average scores. The scores from 2004 were subtracted from 2005 scores to obtain the difference between the years.

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

Program	2004 QA Score	Standards Targeted for Technical Assistance	2005 QA Score	Difference
Bay Point Schools West	4.25	Educational Resources, Service Delivery	Provider Change	
Bay Point Schools North	6.33	Service Delivery	4.00	-2.33
Greenville Hills Academy	3.88	Transition Standard	Provider Change	
Withlacoochee Juvenile Residential Facility	4.00	Service Delivery	3.25	-0.75
Sabal Palm	3.40	Educational Resources, Service Delivery, Transition	5.20	+1.80
Tiger Success	.88	Educational Resources, Service Delivery, Transition	4.30	+3.42
St. Johns Residential	4.38		Closed	
Santa Rosa Residential Facility	4.50	Educational Resources	4.67	+0.17
Blackwater STOP	2.67	Transition Standard	5.00	+2.33
JoAnn Bridges	3.67	Service Delivery	4.00	+0.33
Bay Point Kendall	3.33	Service Delivery	4.50	+1.17
Panther Success	5.00	Educational Resources	3.67	-1.33
Average	**3.86**		**4.29**	**0.53**
				(4.81)*

*Total improvement

As illustrated in Table 4.4-1, most programs demonstrated improvement after receiving special on-site technical assistance. The average improvement in their scores was 0.53, and the overall total improvement was 4.81. Tiger Success demonstrated outstanding improvement, with an increase of 3.42 in their overall QA score after the on-site visit. In addition, Sabal Palm and Blackwater STOP Camp increased their QA scores by roughly two points; however, three programs received lower QA scores in 2005 following the on-site visit. These programs are Bay Point Schools-North, Withlacoochee Juvenile Residential Facility, and Panther Success. At the end of the 2006 QA review cycle, similar on-site technical assistance site visits will be conducted in low-performing programs.

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 2005, JJEEP staff presented and participated in the following conferences and meetings:

State and Local

- JJEEP Retreat for Strategic Planning, Wakulla, Florida, January 2005
- In-House QA Training, February and March 2005
- Peer Reviewer Training at JJEEP, April 2005
- The 8th Annual Juvenile Justice Education Institute and Southern Conference on Corrections (JJEI & SCC) in Orlando, Florida, August 2005 (See description of this conference below.)
- 2005 Standards Revision Meeting in Orlando, Florida, August 2005
- Standards Revision Workshop with Peer Reviewers in Orlando, Florida, August 2005
- *Delinquency and Education* course, Spring 2005, Florida State University College of Criminology and Criminal Justice

National and International

- Numerous web conferences hosted by U.S. Department of Education regarding education services for neglected and delinquent youths
- *Forum for Educating At-Risk Youth* Conference in Richmond, Kentucky, February, 2005
- Justice Research and Statistics Association Conference in St. Petersburg, Florida, October 2005
- International Corrections Symposium, held at National Chung Cheng University in Chiayi, Taiwan
- Academy of Criminal Justice Sciences (ACJS) Conference in Chicago, Illinois, March 2005, ACA/OJJDP
- Juvenile Administrators National Forum in San Francisco, California, May 2005
- American Society of Criminology Conference in Toronto, Canada, November 2005
- Invitation to Present to Congressional Staff, hosted by American Youth Policy Forum, in Washington D.C., Capitol Hill, November 2005

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 JJEEP's quality assurance system, longitudinal research, best practices research for incarcerated youths, and other aspects of the organization.

The 8th Annual Juvenile Justice Education Institute and Southern Conference on Corrections

The 2005 JJEI & SCC had the largest participation in the conference's history. More than 350 participants, 20 vendors, and 86 presenters participated in the August 2005 JJEI conference, which JJEEP 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 2005 conference was held over three days and included a variety of workshops coordinated or presented by JJEEP and DOE staff and juvenile justice practitioners across Florida. Table 4.5-1 highlights a few of the workshops presented by JJEEP staff.

Table 4.5-1: 2005 JJEI and SCC Workshops

Workshop Title	Workshop Description
Juvenile Justice Teacher of the Year Finalists: Promising Practices in a Juvenile Justice Education Setting	The 2004 Teacher of the Year finalists presented their promising instructional practices.
Implementing Change in Alternative Education Schools: The Volusia County Pilot Project	Representatives from Volusia County discussed changes in their Alternative Education Schools.
Effective Transition Services	Examined effective methods of providing transition services for at-risk students.
Mini-Measures for Maximum Momentum	Demonstrated simple research-based strategies to improve the reading of adolescents at an accelerated pace.
Juvenile Justice Education Demonstration Sites	Described JJEEP's process for selecting demonstration sites from different program types and security levels.
No Child Left Behind (NCLB) in Each State's Juvenile Justice Education System: A Plan for National Collaboration	Discussed the states' progress towards meeting the juvenile justice education requirements of NCLB.
ESE Essentials	Presented information regarding the demographics of special education students and related services in Florida's DJJ programs.
The Quality Assurance Review Process	Presenters reviewed the QA process, the new CAP process, as well as the new exemplary rating system
Best Practices in Action: An Exemplary/Deemed Program Panel	School district representatives, lead educators, and facility directors from three high performing programs, representing all program types, shared their experiences and practices with attendees.
The JJEEP Research Mission: What We Know and Where We Want to Go	Presented information describing the demographic characteristics, educational achievement, and community-reintegration outcomes for the FY 2000-01 and FY 2001-02 releases from juvenile justice residential educational programs and an overview of the research currently being conducted by JJEEP's research staff.
No Child Left Behind Requirement for Juvenile Justice Schools: Your Data Tell the Story	Described the NCLB reporting requirements for juvenile justice schools and the accuracy with which the data are reported

As Table 4.5-1 illustrates, many of the workshops focused on progress made in juvenile educational programs and techniques for improving program performance. Overall, participants provided positive feedback regarding the quality and structure of the conference.

Based on the results of participant conference evaluations, practitioners particularly liked the:

- Relevant content of sessions.
- Opportunity to network.
- The opportunity to meet fellow colleagues and speak directly to representatives from the state.

- Access and assistance from DOE and JJEEP staff
- Presenters

In addition to the panels and workshops at JJEI & SCC, Dr. Thomas G. Blomberg, JJEEP's Principal Investigator, provided the attendees with opening remarks for the first day of the conference. The conference ended on day three with a closing general session facilitated by Bambi Lockman, Chief of the Bureau of Exceptional Education and Student Services.

While this section reports on the various conferences and workshops in which JJEEP participated in or coordinated, the following section describes the ongoing efforts of JJEEP staff and other relevant agencies (namely, DOE and DJJ) to improve the quality of educational services to juvenile justice students through interagency collaboration and cooperation.

4.6 Interagency Committees

Another version of TA includes state committee work. State committees assist and guide the implementation of federal and state policies in juvenile justice education. The effective implementation of policy is crucial in continuing to improve the practices of juvenile justice educational programs. As a result of the various legislative mandates, committees have been formed among DOE, JJEEP, DJJ, the Florida Juvenile Justice Association, school districts, and education providers. These committees are focusing their efforts on developing a uniform academic assessment instrument, the implementation of NCLB requirements, transition services planning for students in juvenile justice facilities, and career education for incarcerated youths. It is through these committees that policy recommendations are formulated and implementation strategies are developed.

Uniform Assessment Committee

As stated in House Bill (HB) 1989, in 2004, DOE, with the assistance of the school districts, must develop a standard student entry and exit assessment instrument and protocol. A committee of members from DOE, DJJ, JJEEP, 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; representatives from private providers, including DISC Village, 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 uniform 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 and recommendations to DOE.

In addition to the workgroup's proposals, DOE consulted with a school psychologist from the University of South Florida (USF) to review and evaluate the validity and reliability of assessment tests. In the fall of 2005, DOE put out a request for proposal to interested test publishers. A smaller version of the original committee met again in October and reviewed several assessment instruments from publishers that replied to the DOE's request for proposal. Pearson Publishing was awarded the contract for the Basic Achievement Skills Inventory (BASI). The BASI is a multi-ability level, norm referenced achievement test that measures math, reading, and language skills. The test was normed on a wide age range of 8 to 80 years. Each test area is comprised of two subtests each, which take approximately two hours to complete. An additional benefit of the BASI for use in juvenile justice education programs is that it is computer administered and scored. This process helps to control the testing environment, eliminates human scoring errors, and does not require extensive training for testing administrators.

In the spring of 2006, Pearson Publishing and DOE will begin providing training to school districts and programs throughout the state. DOE has paid for the rights to use the BASI, and programs will be able to order testing materials through a website dedicated to Florida's juvenile justice educational programs and school districts. This will enable Florida toconduct program evaluations, and it will allow comparisons of academic gains between different program and provider types. More specifically, the statewide use of a single academic assessment instrument will enable comparisons across programs and examinations of possible correlation outcomes.

NCLB and Juvenile Justice Education 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 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 was established develop strategies for meeting the NCLB requirements, such as the state education agency (SEA) plan described in Title 1, Part D, of the NCLB Act; program evaluation requirements and uniform evaluation model; transition services; highly qualified teachers; and Adequate Yearly Progress (AYP).

The committee convened four times during 2004. 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 services 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 teacher 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, 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 short, the committee performed a comprehensive assessment of the implementation of NCLB in juvenile justice education programs and provided both creative and useful recommendations for improving Florida's compliance with the Act.

Career Education Committee

As discussed in detail in previous annual reports, Senate Bill (SB) 2464 (2000) requires the development of a multi-agency plan addressing career and technical education. The career education plan must be revised annually, requiring an ongoing committee consisting of representatives from DOE, DJJ, JJEEP, and the Florida Juvenile Justice Association. This committee began meeting again in 2005. It is anticipated that this committee will increase the requirements for career education 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 a reduction in the likelihood of rearrest, transition services that enhance a youth's ability to successfully reenter his or her home school and community 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 met again at the JJEI on July 13, 2005.

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 for students moving back and forth between the local school districts and DJJ facilities. This list of school district personnel responsible for transition services is posted on the JJEEP website to promote increased communication between programs and school districts.

The second goal of the transition committee was to update the JJEEP/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 JJEEP/DOE transition committee has developed a revised, updated edition of the *Transition Guidebook*. This new edition provides a comprehensive overview of the transition process (from pre-commitment to post-commitment). It also provides 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* includes school district best practices in the transition process and is a valuable tool in helping educational programs provides the best transition services to their students. The *Transition Guidebook* is available online at www.jjeep.org or by request from the JJEEP offices, and can also be obtained from the DOE Clearinghouse.

DOE/DJJ Interagency Committee

Florida Statute 1003.52 requires that DOE and DJJ establish an interagency committee. The committee consists of personnel from DOE, DJJ, and JJEEP. The committee members meet periodically throughout the year to address interagency policy issues, such as the coordination of QA, the development and annual revision of the DOE/DJJ interagency agreement, and the implementation of each agencies' polices that may impact juvenile justice education services. Specific issues discussed by the committee in 2005 include the ongoing implementation of NCLB requirements, QA scheduling, the opening and closing of DJJ programs throughout the state, and the sharing of information between the agencies.

4.7 Publications

In addition to the 2005 Annual Report and the 2006 QA Standards, JJEEP staff published two new documents in 2005:

Orange, Julie; Pesta, George; and Robinson, Lisa. *A Transition Guidebook for Educational Personnel of Juvenile Programs: Providing a Continuum of Care for Delinquent Youths in Education, Treatment, and Conditional Release*. Tallahassee, FL: Juvenile Justice Educational Enhancement Program, 2005.

Wang, Xia; Blomberg, Thomas G.; and Li, Spencer D. Comparison of the Educational Deficiencies of Delinquent and Non-delinquent Students. *Evaluation Review.* 29 (4): 291-312. London: Sage Publications, 2005.

JJEEP Website: www.jjeep.org

In the development of the website, JJEEP has 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 The 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 career education 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 career education 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 students.

4.8   Summary Discussion

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

Data analyses indicate that there is a decrease in the number of programs receiving below satisfactory scores in various indicators and a decrease in the number of programs receiving corrective actions. In 2005, fewer programs had below satisfactory QA scores compared with 2004, despite raising the bar in what these programs are required to provide and do.

As in previous years, in 2005, transition was the standard that received the most below satisfactory scores (19); service delivery and educational resources each received 15. This is explained by the below satisfactory indicator scores within the transition standard for the indicators of student planning (27% of programs received a below satisfactory score for this indicator) and assessment and planning (24% of detention centers). Reading curriculum and instruction (22%), ESE services (21%), SD monitoring (20%), environment and resources (18%), and testing and assessment (16%) also received large percentages of below satisfactory scores. In contrast, curriculum and instruction (4%), collaboration (5%), academic curriculum (6%), employability and technical curriculum (7%), and transition (9%) received relatively few below satisfactory indicator scores.

School records transmittal (38% of detention centers), reading assessment (35%), in-county transition services (31% of day treatment centers), and reading placement testing (30%) were the benchmarks with the highest failure rates. Conversely, hands on career education training (21%), access to the Internet (20%), individualized instructional strategies (22%), and individualized education program (IEP) development (23%) were the least commonly failed benchmarks. Interestingly, Table 4.3-4 demonstrated that the number of programs a school district supervises is associated with below satisfactory scores; specifically, districts with less than five programs tend to have lower district wide scores than districts with five or more programs. In addition, Table 4.3-4 showed that the type of educational provider is also related to program performance. Contracted for-profit providers received a greater percentage of below satisfactory scores than did contracted not-for-profit and school-district-operated programs.

Encouragingly, most programs demonstrated improvement in their 2005 QA scores following on-site TA visits. The average program exhibited a 0.53 score increase following the TA visit, with score changes ranging from –2.33 to 3.42.

The components of TA ensure that quality education is being provided to youths in juvenile justice facilities. It continues to be one of several methods used by JJEEP to improve the quality of educational services provided to all students in Florida's DJJ programs. 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 addition to JJEI & SCC, JJEEP conducted and/or participated in several important research and policy related conferences and committees. Some examples of these activities include the 2005 Standards Revision Meeting, the Justice Research and Statistics Association Conference, the Forum for Educating At-Risk Youth Conference, the Juvenile Administrators National Forum, the Effective Transition Services Workshop, the ESE Essentials Workshop, the Uniform Assessment Committee, the NCLB and Juvenile Justice Education Committee, the Career Education Committee, and the Transition Services Committee. JJEEP led or participated in over a dozen local, state, national, and international conferences where topics ranged from QA training and standards revisions to national progress in meeting NCLB requirements and the relationship between delinquency and education. Moreover, several workshops were hosted or attended by JJEEP, and these addressed an equally wide range of areas critical to the delivery of quality educational services to incarcerated youths.

Specific issues discussed in state committee meetings included developing a uniform academic assessment instrument, implementing NCLB requirements, and improving transition services and career education opportunities for incarcerated students. In 2006, these conferences, workshops, and committees will continue with their objective of improving the quality of educational services provided to Florida's juvenile justice students through research, information sharing, and interagency collaboration.

Since its inception in 1998, and in accordance with NCLB's Title I, Part D, Sec. 1432, requirement that states use program evaluation results for improvement, JJEEP continues to provide targeted technical assistance to programs. In 2005, JJEEP increased the scope of its technical assistance and will continue to do so in 2006. In this effort, JJEEP 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, call the JJEEP 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
TEACHER RETENTION AND QUALIFICATIONS

5.1   Introduction

In upcoming years, the United States will experience an unprecedented teacher shortage, meaning that the country will need to supplement its teaching force with approximately two million new teachers. The massive shortage will come as a result of increasing student enrollments, mounting retirement rates of current teachers, and high rates of attrition for beginning teachers. Additionally, the No Child Left Behind Act (NCLB) requires that teachers in core academic areas be highly qualified by the end of the 2005-2006 school year. As a result of difficulties encountered by states to meet these requirements, however, the U.S. Department of Education (USDOE) recently provided some flexibility and extended the deadline to the end of the 2006-2007 school year, if certain conditions are met (FLDOE Memorandum, November 28, 2005). First, states need to have a definition of a highly qualified teacher that is consistent with the federal law. Second, states and districts should provide accurate reporting to the public and to parents of the number of core academic classes taught by highly qualified teachers. Third, the states must report accurate highly qualified teacher data to USDOE. Finally, districts must ensure that there is not a higher percentage of unqualified teachers teaching poor and minority students than are teaching other students.

Given the imminent teacher shortage and the NCLB mandate, the need for the massive recruitment and hiring of large numbers of highly qualified teachers will have major implications for the quality of schools. Teacher shortages have historically resulted in retention and teacher qualification problems in public schools throughout the United States. This problem is amplified for juvenile justice schools, where teacher retention and shortage problems are usually greater, and a larger proportion of teachers are inexperienced and uncertified (JJEEP, 1999).

The purpose of this chapter is not to compare Florida to the nation, but rather, compare the characteristics of teachers working in public schools to those of teachers working in juvenile justice schools. Thus, this chapter addresses the following three research questions. First, *do juvenile justice teachers demonstrate similar characteristics to the national teacher population*? Second, *how are Florida's juvenile justice teachers meeting the highly qualified requirements of NCLB*? Finally, *are the qualifications and retention rates of juvenile justice teachers different from public school teachers*?

Guided by these research questions, this chapter examines the problem of teacher shortages across the nation as it relates to teacher retention and quality. The chapter also provides an empirical comparison of the trends in educational characteristics of teachers in public schools across the nation with those among juvenile justice teachers in Florida. The tables throughout this chapter reflect national data derived from a national sample of

public school teachers (National School and Staffing Survey) and state data derived from a state sample of juvenile justice school teachers.

This chapter is divided into the following five subsequent sections. Sections 5.2 and 5.3 present a review of the highly qualified teacher requirements of NCLB and an overview of the literature that identifies the effects of increased teacher attrition and lower retention rates, respectively. Section 5.4 provides an analysis of teacher educational characteristics nationally, as well as the characteristics of juvenile justice teachers in Florida. Section 5.5 presents additional characteristics of teachers nationwide for which there are no comparable Florida juvenile justice teacher data and summarizes the future research directions and data collection efforts for juvenile justice teachers. Finally, an overall summary discussion of the key findings is provided in Section 5.6.

5.2   Highly Qualified Teacher Requirements

The signing of NCLB into law in 2002 presented unprecedented challenges for elementary and secondary education institutions in the United States. Specifically, the mandates for teacher qualification reforms have exacerbated the teacher shortage problem that has plagued the educational system for decades. Due to the demand for more highly qualified teachers, the impediments of attrition and teacher recruitment have intensified for many educational administrators across the country.

Through the Improving Teacher Quality program mandates that are included in NCLB, schools are now responsible for providing quality education to all students. According to the mandates, schools will achieve this goal through the recruitment, hiring, and training of highly qualified teachers. Highly qualified requirements stipulate that all states develop a plan that ensures that teachers in the core academic subject areas of English, reading, mathematics, science, foreign languages, civics and government, arts, history, economics, and geography have certifications in the related subject areas they teach and that these qualifications for certification be met by the end of the 2005-2006 school year. If states are having difficulty meeting the requirements, they may receive an extension until the end of the 2006-2007 school year under the four conditions previously described (FLDOE Memorandum, November 28, 2005).

States have some flexibility regarding how their teachers can meet these requirements. For example, to demonstrate subject-based competency, the High Objective Uniform State Standard of Evaluation (HOUSSE) allows states to develop their own standards for teachers who have been teaching within the school system. According to NCLB, teachers are "highly qualified" when they meet the following three conditions[1]:

1. Obtain a college degree

2. Receive full certification or licensure, which does not include any certification that has been "waived on an emergency, temporary, or provisional basis"

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[1] These are federal requirements. For Florida HOUSSE information, please see http://info.fldoe.org/docushare/dsweb/Get/Document-2436/HOUSSEmemo.pdf.

3. Demonstrate content knowledge in the subject(s) they are teaching or, in the case of elementary teachers, in at least verbal and mathematics ability. This demonstration can come in various forms:

   - New elementary teachers must pass a state test of literacy and numeracy

   - New secondary teachers must either pass a rigorous test in the subject area or have a college major in the subject area.

   - Veteran teachers must either pass the state test, have a college major in the subject area, or demonstrate content knowledge through some other uniformly applied process designed by the state, such as the HOUSSE provisions. *(Analysis by The Education Trust, December 2003, pp.2)*

In light of recent research findings that address the link between teacher quality and student learning, efforts to raise teacher quality in all classrooms have increased drastically. Both federal and state provisions have been implemented to improve teacher quality, thus ensuring that all teachers, especially those teaching low-income and minority students, are highly qualified by 2006 (The Education Trust, 2003). An unintended negative consequence of this new drive to enhance teacher quality, however, is that it may be contributing to increased teacher shortage and retention problems.

5.3 Literature Review

Retention

Teacher attrition is a long-standing problem. Almost one-third of new teachers leave the profession within five years, and at least one-fifth decide each year to leave the school at which they are teaching (Darling-Hammond, 2003). The turnover problem is even higher among the juvenile justice teachers in Florida (see Section 5.4). The problem of teacher retention has been attributed to misguided teacher recruitment policies that fail to link teacher quality with salary, standards, and certifications. Retaining quality teachers is an important concern; students who have teachers with little or no preparation learn less than students who have fully prepared teachers (Darling-Hammond, 2001). Over the years, recruitment policies have either focused on the employment of untrained teachers or have created short-term training programs that provide minimal preparation for teachers before they enter the classroom. Unfortunately, the emphasis has not been upon the recruitment and retention of well-prepared teachers. Specifically, these recruitment programs have focused mainly on satisfying the demand for teachers with numbers rather than with quality (Darling-Hammond, 2001).

Salaries are a major contributing factor in teacher turnover and retention. For example, Hanusek, Kain, and Rivkin (2001) found that higher salaries reduced the likelihood that teachers in Texas would leave their districts. Hammond (2001) argues that teachers are more likely to quit if they work for school districts that offer lower wages or when their

wages remain below those for alternative jobs. Salary is particularly important to the recruitment and retention of teachers in urban, low-income, and high-minority population schools. Recent studies conducted in California, Texas, Philadelphia, and New York show that teachers in urban, low-income, and high minority population schools tend to transfer quickly as they systematically migrate to more 'desirable' schools (Prince, 2002). These institutions are extremely difficult to staff because teachers do not usually opt to work there voluntarily. Therefore, urban districts across the nation typically offer higher financial incentives in order to boost recruitment and diminish turnover in high-poverty and low-performing schools (Prince, 2002). Another reason salaries are important in the prevention of teacher attrition is that education must compete with other occupations for college and university graduates. Therefore, salaries must be a sufficiently enticing incentive to bring professionals into the education field.

Other important factors that affect the recruitment and retention of teachers are student characteristics, opportunities for advancement, job difficulty, and working conditions. Studies of teacher salaries and retention/migration found that salary matters less when other characteristics of the workplace are personally or professionally satisfying and that improving the relative attractiveness of jobs can compensate for lower salaries. School environment is largely determined by the perceptions of parental involvement, resource availability, staff-administrator relationships, administrative support, class size, and student behavior (Prince, 2002).

Student characteristics–especially behavior, achievement, race, and socioeconomic status–are important elements to teacher retention and recruitment. Teachers are more likely to stay at schools where student achievement is high and racial minority and low-income student enrollment is low. In their examination of teacher attrition and retention patterns in California schools, Carroll, Reichardt, and Guarino (2000) found that the odds that a teacher would leave a school were directly related to the percentage of both African American and Hispanic students enrolled. In a New York public school study researchers found that when teachers switched districts, the average percentages of poor, minority, and limited English proficiency students in their new schools were only half that of the percentages in their old schools (Prince, 2002). Similarly, Hanusek, Kain, and Rivkin (2004) revealed that teachers who left one school district for another went to teach in districts that served higher achieving and higher-income students and fewer minority students. Furthermore, the district to which teachers moved had an average of 2% fewer African American students and 4.4% fewer Hispanic American students. Additionally, in their new schools, average student achievement was higher by .07 standard deviations, and the percentage of low-income students was lower by 6% (Hanusek et al., 2004).

The relationship between student characteristics and teacher retention is contingent upon other factors that reflect high-poverty and high-minority schools. Teachers who serve in these institutions earn one third less than those in higher-income schools, and they have fewer resources, poorer working conditions, and "greater stress of working with many students and families who have a wide range of needs" (Prince, 2002). Consequently, these schools experience higher turnover rates.

When examining the behaviors of African American teachers, however, studies show that they tend to move to schools with higher percentages of African American enrollment than their previous schools. It is argued that this condition exists among African American teachers due to the potential benefits and opportunities afforded by switching to schools with higher percentages of African American students. Among these improved opportunities are the increased potential for rapid advancement and the opportunity to work with students of similar ethnic backgrounds (Hanusek et al., 2004).

The majority of research on the relationship between working conditions, teacher commitment, and–indirectly–teacher retention, tend to focus on both the intrinsic and extrinsic impact of work characteristics on teacher behavior. According to Firestone and Pennell (1993), working conditions manipulate behavior through the production of psychological states that are deemed pleasurable, meaningful, or satisfying among teachers.

The elements of job properties that contribute to meaningfulness of work and, therefore, to retention are skill variety, task identity, and job significance. Results from the Blauner (1964) and Newmann, Rutter, & Smith (1989) studies on teacher commitment show that teachers who believed their work to be meaningful were more motivated and committed than those who believed that their work was meaningless (Firestone & Pennell, 1993). Hackmon and Oldham (1980) defined skill variety in terms of the range of different activities, skills, and talents necessary to carry out the work. Using the theory of skill variety proposed by Hackmon and Oldman, Charters (1984) and his colleagues found that skill variety is an important factor in the explanation of teacher organizational commitment. With regard to teaching, the concept of skill variety can be applied to the extent that teachers may experience role strain as a result of the need to perform too many varied tasks or accomplish too much work (Firestone & Pennell, 1993).

Hackmon and Oldman theorized that jobs are more meaningful when individuals can identify with the unrestricted production of something (1980). They define task identity as the individual "doing a complete job from beginning to end" (Firestone & Pennell, 1993). Task identity affects teacher commitment, as teachers are usually responsible for teaching groups of students a particular subject matter over a period of time. Moreover, task significance is extremely important in determining job meaningfulness and commitment. Teachers who see no relevance in the tasks assigned to them may interpret their role as futile, thus lowering their commitment to school (Firestone & Pennell, 1993).

Other factors that are important to the creation of an environment that will foster teacher commitment and increase retention rates are teacher autonomy and participation in the decision-making process within their institutions. Autonomy in the workplace is translated as the ability to freely schedule work and to determine the procedures that will be used to carry out that work. In this context, an autonomous institution is one that allows teachers influence over operational decisions. Autonomy is important to the building of internal motivation and commitment to the job because individuals operating in an autonomous environment feel a sense of responsibility for success and for the adoption of successful practices. In a survey of 1,213 teachers, Rosenholtz and Simpson

(1990) found that autonomy was the best predictor of commitment. Participating in strategic decisions made by administrators, school boards, and state policy makers that affect multiple classrooms—also contributes positively to job satisfaction and commitment. The availability of learning opportunities, resources, opportunities for advancement, and collaboration among individuals within the school setting are also environmental factors that influence job satisfaction and reduce teacher attrition (Firestone & Pennell, 1993).

Teacher Quality and Certification

The difficulty of staffing elementary and secondary classrooms with qualified teachers has received a tremendous amount of attention over the past decade. In part, the problem has been fueled by the inability to define and measure the multifaceted concept of teacher quality. Teacher shortages have forced states and institutions to adopt policies that allow filling teaching positions by lowering educational standards. Examples of policy responses that increase the supply of teachers are the adoption of alternative certification programs by many states across the nation and numerous incentive programs to entice individuals to enter the profession (Ingersoll, 1999).

Recently, the shortage of personnel has resulted in states hiring more inexperienced teachers. This is particularly true for juvenile justice schools. Teachers in juvenile justice settings are often inexperienced, uncertified, and do not receive comprehensive and ongoing training. The problem of substandard staffing of schools is important to retention in that empirical studies have shown that turnover rates are generally higher in institutions with teachers who are ill-prepared and inexperienced (Ingersoll, 1999). This is partly explained by the fact that teachers who have substandard or alternate emergency certification usually assume the same responsibilities as fully trained teachers, despite having little or no preparation. Frequently, the teaching assignments that are most often filled by uncertified teachers are in settings that are extremely frustrating for inexperienced teachers. Subsequently, these teachers tend to experience decreased commitment and burnout at a much higher rate than trained and experienced teachers (Ingersoll, 1999).

Out-of-field teaching is one of the least recognized problems of underqualified teachers in classrooms across the nation. The term is used to describe the practice of assigning teachers to teach subjects for which they have little training or no education. Because of the empirical complications faced by the inability to define "qualified teacher," there is a great deal of controversy concerning how much training and which kinds of preparation teachers need to have in order to meet the requirements to teach particular subjects (Ingersoll, 1999).

The problem of out-of-field teaching is especially prominent given the recruiting and retention problems that elementary and secondary institutions are currently experiencing. Richard Ingersoll, in a study of teachers across the nation (1999), found that a third of all secondary teachers who teach math did not have either a major or a minor in math, math education, or related disciplines such as engineering or physics. About one quarter of all

secondary school English teachers have neither a major nor a minor in English or related subjects such as literature, communications, speech, journalism, English education, or reading education. In science, the study showed that approximately one fifth of all secondary school teachers did not have at least a minor in one of the sciences or in science education. The same was also true for the other core subject area of social studies, where one fifth of all teachers teaching social studies did not have at least a minor in any of the social sciences.

Out-of-field teaching assignments have adverse effects on both teachers and students. The increased use of out-of-field assignment contributes to teacher attrition due to the added burden it places on teachers who are already overworked with a heavy class load. Out-of-field teaching is more burdensome because of the perceived added preparation teachers have in order to teach a course for which they have no formal training. Students are affected by the practice of assigning teachers out of their fields of certification, in that the practice lowers the level of efficacy of teachers and negatively affects the learning environment (Ingersoll, 1999).

In sum, recruiting and retaining highly qualified teachers is an increasing problem among schools within the United States. Inadequate salaries, few opportunities for advancement, student characteristics (i.e., behavior, student achievement, race, and socioeconomic status), job difficulty, and negative school environment are all factors that contribute to the problem of recruitment and retention as well as teaching in field. As a result, school administrators have resorted to hiring uncertified and inexperienced teachers. This problem is most common in juvenile justice programs where attrition rates are exceptionally high.

5.4 Findings

This section presents the educational characteristics of public school teachers across the nation and teachers within Florida's juvenile justice education system. The analysis compares the characteristics and qualifications of teachers working in public schools to those of teachers working in juvenile justice schools. Specifically, it compares teacher gender demographics, attrition, teaching experience, level of certification, and in-field/out-of-field teaching rates. Public school results were taken from the 1999-2000 Schools and Staffing Survey conducted by the National Center for Education Statistics (NCES). Characteristics of juvenile justice teachers were obtained from the Teacher Certification data collected by JJEEP during annual Quality Assurance (QA) reviews.

Table 5.4-1 reports the distribution of public school teachers and juvenile justice teachers, by gender.

Table 5.4-1: National Teachers and Florida Juvenile Justice Teachers by Gender

Gender	Public School Teachers		Juvenile Justice Teachers	
	Percentage	Number	Percentage	Number
Male	32	15,689	48	370
Female	68	33,495	52	478
Total	100	49,184	100	848

The breakdown of teachers by gender shows that teaching is still predominantly a female profession. Sixty-eight percent of public school teachers are female. Women in Florida juvenile justice schools also represent a higher percentage of the teaching population, but the distribution between males and females is more equalized.

Table 5.4-2 reports the number and percentage of K-12 teachers leaving the profession in 2000 among public school teachers across the nation and among Florida's juvenile justice teachers. The table also makes the distinction between the types of turnover, comparing the percentage of teachers who transfer with those who leave the profession (leavers).

Table 5.4-2: Teacher Turnover

	Public School Teachers (2000)	Juvenile Justice Teachers (2003-2004)
Total Number of Teachers	3,412,500	808
Transferred	269,000 (8%)	19 (2%)
Left Teaching	278,000 (8%)	377 (47%)
Total Turnover	547,000 (16%)	396 (49%)

[1]National figures are obtained from *Condition of Education* (2005), which is published by NCES, and are estimates calculated from the *1999-2000 School and Staffing Survey*.
[3]Although 377 teachers left the juvenile justice education system, there were 467 new hires for the 2003-2004 school year.

Public school figures show that 16% of all teachers transferred or left their jobs in 2000. The turnover rate for juvenile justice teachers in Florida exceeded that of the national population, with nearly half (49%) of juvenile justice teachers leaving their jobs in 2003-2004. While the gap between transfers and leavers among public school teachers was narrow, 47% of Florida's juvenile justice teachers were leavers and only 2% were transfers. Thus, a greater portion of the attrition rate in the juvenile justice education system can be attributed to teachers that leave the teaching profession altogether or transfer to public schools[2].

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[2] "Leavers" are defined as teachers who are no longer teaching in a juvenile justice education program in the state of Florida. Many juvenile justice teachers may transfer to public schools but are still calculated as leaving the juvenile justice education system.

Teaching experience, one of the several educational characteristics particularly important for meeting the highly qualified teacher requirements, is presented in Table 5.4-3. In this analysis, teaching experience is measured as the number of years in the profession. The average number of teaching years in public schools is slightly greater than for Florida's juvenile justice schools.

Table 5.4-3: Teaching Experience Nationally and in Florida Juvenile Justice Schools*

Years in the Teaching Profession	Public School Teachers		Juvenile Justice Teachers	
	Number of Teachers	*Cumulative Percentage*	*Number of Teachers*	*Cumulative Percentage*
0-2 years	8,233 (17%)	17%	199 (25%)	25%
2-5 years	7,318 (15%)	32%	134 (17%)	42%
6-10 years	8,491 (17%)	49%	112 (14%)	56%
10-15 years	6,639 (13%)	62%	91 (12%)	68%
15 or more years	18,503 (38%)	100%	245 (31%)	99%
TOTAL	**49,184**	**100%**	**781**	**100%**

*National figures are for 2000; Florida figures are for 2005.

In 2005, JJEEP was able to collect teacher information in 167 of 174 Florida juvenile justice education programs that received QA reviews. There were 781 juvenile justice teachers in the 167 programs. Of the total number of public school teachers, 32% have five years or less of teaching experience, while 42% of juvenile justice teachers have five years or less of experience. The difference is due to the high number of teachers that have less than two years experience among Florida juvenile justice teachers (199 or 25%). The high percentage of public school teachers with 15 or more years of experience (38%) can be attributed to the aging teaching population. This aging has increased retirement rates, which, in turn, contributes to the teacher shortage problem. In comparison with the public school averages, juvenile justice teachers in Florida were 10% more likely to have five years or less of teaching experience and 7% less likely to have 10 or more years of experience.

A requirement of NCLB is that teachers are certified or licensed by the state in which they teach. Teachers have the option of obtaining professional certification, a temporary certification, a statement of eligibility, or using an alternative means. Table 5.4-4 presents the different levels of teaching certification in public schools and in Florida juvenile justice education programs.

Table 5.4-4: Level of Certification for Teachers Nationwide and in Florida Juvenile Justice Schools*

	Number of Teachers in Public Schools	Number of Juvenile Justice Teachers
Professional Certificate	39,238 (80%)	507 (63%)
Temporary Certificate	1,879 (4%)	166 (21%)
Statement of Eligibility	1,269 (3%)	74 (9%)
Non-Certified	6,799 (14%)	37 (5%)
Total	**49,184 (100%)**	**784 (100%)**

* National figures are for 2000; Florida figures are for 2005.

Although the majority of juvenile justice teachers in Florida have professional certification, the percentage is not nearly as high as public school teachers. Eighty-percent of public school teachers are professionally certified, while only 63% of juvenile justice teachers have a professional certificate. As with the national figures, 84% of Florida's juvenile justice teachers hold either a temporary certificate or professional certification. Only 5% of juvenile justice teachers in Florida are not certified.

Although 98% of the teachers included in the National School and Staffing Survey appear to have at least a bachelor's degree, they may not have obtained this degree in the field in which they are teaching or may not be certified in the area in which they teach. As such, the large percentages of professionally certified teachers observed in Table 5.4-4 may be misleading as to the highly qualified status of public school teachers nationwide.

Table 5.4-5 reports the in-field and out-of-field teaching rates for both public school and juvenile justice teachers.

Table 5.4-5: In-Field/Out-of-Field Teaching in Schools Across the Nation* and in Florida's Juvenile Justice Programs (in percentages)

Core Subject Area	In-field		Out-of-field		Major or Minor in Field		Total	
	Public Schools	*Juvenile Justice*	*Public Schools*	*Juvenile Justice*	*Public Schools*	*Juvenile Justice*	*Public Schools*	*Juvenile Justice*
Math	596 (43)	70 (28)	579 (42)	181 (72)	203 (15)	NA	1,378	251
Science	2,689 (69)	63 (31)	687 (18)	141 (69)	502 (13)	NA	3,878	204
Social Studies	3,472 (73)	89 (40)	475 (11)	132 (60)	438 (10)	NA	4,385	221
English	8,321 (89)	118 (38)	542 (6)	196 (62)	504 (5)	NA	9,367	314

* National figures are for 2000; Florida figures are for 2005. Certification in science includes only those individuals who are teaching general science at the national level. NA=Not Available.

Table 5.4-5 demonstrates that math and science are two areas in which in-field teaching rates are relatively low. Forty-three percent of public school math teachers were certified in their field, while only 28% of Florida's juvenile justice teachers were certified in their field. Similar results occur with science; 69% of public school science teachers and 31% of juvenile justice teachers were certified in their field

Both English and social studies had higher rates of teaching in field for both public school and juvenile justice teachers, but Florida's juvenile justice teachers still maintained lower rates compared to the national average of public school teachers. For public schools, 80% of English teachers and 79% of social studies teachers were certified in their field. Within Florida's juvenile justice education programs, however, individuals certified in English taught only 38% of English courses, and 40% of social studies courses were taught by teachers certified in social studies.

Overall, the analysis presented in this section demonstrates that juvenile justice teachers in Florida have distinctive characteristics compared to public school averages. For instance, male juvenile justice teachers in Florida form a significant portion of the teaching population (48%) as compared to the national teacher population, which is dominated by females. Moreover, Florida juvenile justice teachers appear to be a distinct population with higher turnover rates, lower rates of certification, and lower rates of core academic teachers teaching in-field.

5.5   Directions for Future Research

The analysis presented in the previous section relies on a limited number of characteristics on which to compare Florida's juvenile justice teaching population with public school teachers nationwide. The national school and staffing survey, however, includes other measures related to teacher qualifications that were not available for Florida's juvenile justice teachers. These measures, if obtained for teachers in Florida's juvenile justice schools, may provide a more detailed comparison of the two populations. The following tables provide a summary of other teacher characteristics, including race, degrees attained, and job satisfaction, in order to highlight some of JJEEP's future research plans and data collection efforts.

Table 5.5-1 presents the racial distribution of public school teachers across the nation.

Table 5.5-1: Racial Distribution of Public School Teachers in the United States

Racial Group	Percentage of Teachers	Number of Teachers
Native American	2	1,152
Asian	3	1,383
African American/Black	6	2,901
White	88	43,748
TOTAL	**99%**	**49,184**

Note: Total percentage does not add up to 100% due to rounding. The category "Hispanic" is included within Black and White. (There are 2,196 Hispanic teachers in the sample.)

As reported in Table 5.5-1, teachers in the United States are overwhelmingly white (88%). African Americans represent the largest minority (6%) within the total population. Native Americans and Asians make up 2 % and 3% of the population, respectively. Florida juvenile justice teachers are not included in this portion of the analysis because there were no comparable demographic statistics on race. Thus, JJEEP staff will begin collecting data regarding the racial and ethnic composition of juvenile justice teachers in 2006.

Another important characteristic related to teacher qualifications is the education of the teachers. Table 5.5-2 summarizes the national trends for teacher educational levels.

Table 5.5-2: Highest Degree Attained Among Public School Teachers Nationally

Type of Degree	Number of Teachers	Percentage of Total Teachers	Total Number of Respondents
Bachelor's	48,307	98	49,184
Master's	20,879*	43	48,307
PhD	490*	1	49,184
TOTAL	**69,676**	**---**	**146,675**

*These categories are not mutually exclusive. Sample size may vary based on the number of respondents.

Nearly all (98%) of the nation's teachers have at least a bachelor's degree. Of those, 43% reported having attained a master's degree and only 1% had a doctoral degree. Of the total sample, 877 of the individuals actively teaching had either an associate's degree or less education.

In 2006, JJEEP staff will collect data pertaining to the degrees attained (and the areas in which these degrees were earned) by juvenile justice teachers in Florida. In addition to the certification levels, this may be a useful summary indicator of teacher quality in both national and Florida's juvenile justice populations.

As discussed in the literature review section, school environment and job satisfaction are important determinants of teacher quality and retention. Table 5.5-3 reports the teacher satisfaction rates for 17 items in the national school and staffing survey. These items fall under the categories of administrative, school, and student characteristics; an overall satisfaction category is also included.

Table 5.5-3: National Teacher Satisfaction: Administrative, School, and Student Characteristics

Environmental/Student Characteristics	Percentage Satisfied	Percentage Dissatisfied
ADMINISTRATIVE		
Principal's communication of expectations	87	13
Support from administrators	80	20
Adequate resources provided	78	22
Interference of other duties	33	67
Discussion of administrative practices	44	56
SCHOOL CHARACTERISTICS		
Satisfaction with salary	38	63
Discipline enforcement	82	18
Shared beliefs among teacher	84	16
Staff cooperation	78	22
Class size	73	27
Job security	23	77
STUDENT CHARACTERISTICS		
Parental support	61	39
Level of disrespect toward the teacher	56	44
Physical conflicts	82	19
OVERALL SATISFACTION		
Overall job satisfaction	90	10
Would still be a teacher if given a choice	67	33
Remain in teaching	72	28

Overall job satisfaction among teachers nationwide was extremely high (90%). Moreover, 67% of respondents reported that they would still be a teacher if they were given a choice, and 72% would remain in teaching. Teachers were generally satisfied with administrative communication and support and in the school environment. Specifically, 87% were pleased with the manner in which their principal communicated his or her expectations, and almost 80% of teachers felt that their administrators provided support and adequate resources. In regard to school environment, over 80% were satisfied with the discipline enforcement and the level of physical conflict in the school.

Nationally, teachers are dissatisfied with the allocation of duties and responsibilities. Sixty-seven percent of teachers responded that additional duties interfered with their teaching. Extensive workloads and role strain were cited as main reasons for teacher attrition. The results show that 77% of teachers felt that their jobs were not secure, 44% stated that student disrespect was a problem, and 56% were displeased with the administrative decision-making process in their institutions. Sixty-three percent of teachers reported that they were discontented with their jobs, and 38% percent were dissatisfied with their salaries.

The items reported in Table 5.5-3 are based on a national sample; results that are specific to Florida juvenile justice teachers are not available. JJEEP began conducting case studies in 2004 (see chapters 8 and 9 of this annual report) and had visited nine programs by the end of 2005. Specifically, there were five visits to high-performing programs, two visits to average-performing programs, and two visits to low-performing programs. The high-performing programs were generally much larger than the average- and low-performing programs, resulting in a much larger sample of teachers from the high-performing programs.

One component of the case study method is a teacher climate survey (for a full version of the teacher survey, please see Appendix G). These surveys are designed to measure teachers' satisfaction with the school environment, resource availability, and classroom activities. Approximately 40 teachers from these nine programs completed the surveys. Answers were based on a five-point scale ranging from "strongly disagree" to "strongly agree." Table 5.5-4 reports the teacher responses to questions similar to those in the National Schools and Staffing Survey.

Table 5.5-4: The Level of Job Satisfaction among Florida's Juvenile Justice Teachers

Survey Questions	Number of Satisfied Teachers [1]	Total Number of Teachers	Percentage Satisfied
SCHOOL ENVIRONMENT			
I feel safe at school	50	52	96
I belong at school	47	53	89
I am respected by students	51	54	94
I look forward to going to work	42	53	80
I like this school better than working at a public school[2]	22	30	79
RESOURCES			
I receive instructional materials appropriate for student's abilities	50	54	93
Education is number one	21	51	41
Teacher participation in management is encouraged	42	53	79
ADMINISTRATION			
I am respected by administrators	50	54	93
Administration provides necessary resources	49	54	91
Administrators communicate clearly	40	50	80
Administrators communicate in a timely fashion	41	54	76
My administrator is an effective leader	36	54	78

[1]The percentages represent teachers who "agree" or "strongly agree" with the questions asked.
[2]The number of respondents to this question is lower because many of the teachers had never taught in a public school.

Most teachers reported having positive opinions of their school environment. Specifically, 96% said that they "felt safe at school" and 94% said that they are "respected by students." While nationally, teachers also felt safe, the higher numbers for Florida's juvenile justice teachers may, in part, be due to the lower student-to-teacher ratios and the extra behavioral support staff in juvenile justice programs.

Over 90% of juvenile justice teachers reported that they receive instructional materials that are appropriate for their students' abilities. Teacher participation in management was encouraged, according to 79% of respondents. Less than half of the teachers thought that education was treated as a number one priority by program staff. In contrast, a high percentage of public school teachers expressed the same beliefs in regard to the school's purpose and mission (Table 5.4-9). This difference in opinion regarding the main priority of the institutions may reflect the fact that juvenile justice institutions must handle the education, treatment, and custody of their students, while public school services are generally limited to education.

Further, juvenile justice teachers were generally pleased with their administrators. Over 90% felt that they were treated with respect and were provided with necessary resources. In addition, 80% felt that their administrators communicated clearly, and 78% stated that they communicated in a timely fashion. Moreover, 78% of teachers believed that their administrator was an effective leader. A caveat to the survey is that responses are based on a sample that is over represented by high-performing programs. Presumably, teachers

in better schools respond more positively, thereby potentially skewing the data toward a more favorable portrait of juvenile justice programs in Florida.

In sum, the results show that juvenile justice programs are having difficulties recruiting and retaining and certifying their teachers. As discussed throughout this section, to gain a comprehensive assessment of the problems faced by juvenile justice programs, JJEEP plans to conduct research in the following areas. First, JJEEP will search for comparable data on other states juvenile justice education teachers. Data on juvenile justice teachers from other states will enable a comparison of Florida to other sates juvenile justice teachers in terms of retention, certification, and in-filed teaching rates. Second, all of Florida's juvenile justice teachers will be surveyed on their level of job satisfaction so that Florida data may be compared to national responses, and differences across program types may be analyzed. Third, the teacher data collection procedure is being modified such that teacher experience, degrees, race, and certification will be comparable to the data in the National School and Staffing Survey. This effort will allow for better comparisons that will help address the problems facing juvenile justice educators from a data-driven perspective. Finally, JJEEP is developing a more accurate way of tracking teacher turnover in order to assess its true magnitude.

5.6 Summary Discussion

The findings in this chapter addressed the four research questions outlined in the introduction. Do juvenile justice teachers in Florida have similar characteristics to the national public school teacher population? How are Florida's juvenile justice teachers meeting the highly qualified requirements of NCLB? Are the qualifications and retention rates of juvenile justice teachers different from public school teachers?

Some of the most important findings can be summarized as follows. First, Florida's juvenile justice teachers are a distinct population compared with public school teachers. Juvenile justice teachers differ from public school teachers regarding in-field teaching, professional certification, teaching experience, and retention. As such, future research should focus on this distinct population, their problems, and needs to inform policy.

In particular, professional certification in public schools is 17% higher than for Florida's juvenile justice teachers (80% compared to 63%). Moreover, 79% of public school teachers teach in their area of certification for English, math, science, and social studies combined, while the same is true for only 34% of juvenile justice teachers. Finally, juvenile justice teachers have a much higher turnover rate than public school teachers. Specifically, 49% of juvenile justice teachers left the juvenile justice education system, as compared to only 16% of public school teachers who left the profession within one year. Many of the juvenile justice teachers who left, may have left the juvenile justice system to teach in public schools.

In short, there is ample evidence demonstrating the different levels of qualifications between Florida's juvenile justice teachers and the national public school teacher

population. The findings presented in this chapter demonstrate that juvenile justice teachers lag behind public school teachers in terms of professional teaching certification, teaching in-field, and retention. Given these findings, it will be important for Florida to create policies addressing these deficiencies related to the recruitment and retention of highly qualified teachers in the juvenile justice education system.

CHAPTER 6
INCARCERATED DELINQUENT YOUTHS: EDUCATIONAL DEFICIENCIES AND RELATED BEST PRACTICES

6.1 Introduction

Poor school performance has historically been one of the strongest and most consistent predictors of delinquency and criminality. Conversely, improvements in school performance have more recently been associated with desistance from delinquent and criminal activity. As a result, criminological and educational research suggests a strong link between education and crime. This chapter assesses the link between the educational characteristics of delinquent youths and the educational best practices that target these characteristics. To elaborate, the chapter identifies empirically validated best practices for the educational deficiencies of incarcerated delinquent youths. The fundamental question addressed in this chapter is: W*hat are the common educational deficiencies of incarcerated delinquent youths and the best practices for addressing these common deficiencies*?

Due to the paucity of empirical research on best practices in juvenile justice education (JJEEP, 2005), this chapter uses an alternative approach to the identification of best practices. Rather than limiting coverage to studies based on incarcerated offenders, this literature review first identifies the characteristics of incarcerated students. Following the identification of these specific characteristics, educational strategies targeting populations with these particular characteristics are examined. In this manner, the chapter presents the results of a literature review on best practices for achieving academic improvement–and thereby decreasing the likelihood of delinquent and criminal onset and persistence–among students with specific disabilities and educational disadvantages.

This chapter is comprised of this and three subsequent sections. Section 6.2 identifies and describes characteristics common to incarcerated delinquent youths. This is followed by Section 6.3, which provides strategies for overcoming the special needs of incarcerated youths as identified in the previous section. The final section, Section 6.4, provides a summary discussion of the chapter in which the best practices found in the literature are summarized and categorized into a typology of juvenile justice education best practices.

6.2 Characteristics of Incarcerated Youths

Incarcerated youth in Florida and throughout the nation continuously struggle with a variety of emotional, social, and educational disadvantages. Moreover, many of these traits have been shown to have a negative impact on educational attainment, school attachment, and employment opportunities. This section provides a review of the literature on the

characteristics of incarcerated youths, namely, a disproportionate presence of disabilities, poor prior school academic performance, and poor prior school-related behavior. See Chapters 6 and 7 for an in-depth discussion of the educational characteristics and outcomes of students within Florida's juvenile justice system.

High Rates of Disabilities and Low IQs

A large body of research has demonstrated that several forms of mental and emotional disabilities disproportionately affect juvenile justice populations, as well as adult offender populations. Typically, estimates of the prevalence of disabilities among incarcerated youths range from 32 to 43%(JJEEP, 2006; Leone, Christle, Nelson, Skiba, Frey, & Jolivette, 2003; Quinn, Rutherford, Leone, Osher, & Poirier, 2005), although individual facilities may house numbers of disabled students well outside of this range. Among the most common forms of disabilities are emotional and/or behavioral disorders, learning disabilities, mental retardation, and Attention Deficit Hyperactivity Disorder (Zabel & Nigro, 2001). Of the disabled population in Florida's juvenile justice institutions, youths are most commonly diagnosed as emotionally handicapped or severely emotionally disturbed, followed by specific learning disabilities, mentally handicapped and, lastly, some other type of disability (JJEEP, 2005).

A common finding within the fields of biological, genetic, and cognitive criminology is that delinquents and criminals often possess below-average IQs (Leone et al., 2003; Raine, 1993). The fact that, by definition, low IQs and specific disabilities cannot occur together (Raine, 1993) there is likely an additional and substantial proportion of delinquent youths and criminal adults who have more global intellectual deficits (i.e., low IQ). Some research suggests that such intellectual disadvantages may be concentrated in the area of verbal IQ rather than performance IQ (Quay, 1987; Wilson & Herrnstein, 1985). The fact that verbal IQ is consistently lower than performance IQ in children with conduct problems suggests a specific and pervasive deficit in language that may affect the child's receptive listening and reading, problem solving, expressive speech and writing, and memory for verbal material (Caspi & Moffitt, 1995). Six mechanisms that contribute to the relationship between verbal and language deficits and delinquency have been proposed:

> "(1) verbal deficits may interfere with the development of social control; (2) low verbal intelligence is associated with a here-and-now cognitive style that fosters irresponsible and exploitative behavior; (3) verbal deficits may interfere with delaying gratification, anticipating consequences, and associating delayed punishment with transgressions; (4) verbal deficits may interfere with learning to label behaviors as bad, naughty, or wicked, requiring that the meaning of these terms be learned via more costly trial-and-error methods; (5) verbal deficits may lead to difficulties in labeling emotions in others, which may lead to a lack of empathy; and (6) verbal limitations may narrow response options, leading to physical actions such as hitting, rather than verbal options such as negotiation and discussion (Mash & Wolfe, 1999, p.199)."

Aside from the obvious direct negative impact these disabilities generally have upon educational attainment and social interaction, research has also indicated that youths identified as learning disabled are more prone to later delinquency and criminality (Bureau of Justice Statistics, 2003; Hill, Howell, Hawkins, & Battin-Pearson, 1999), including persistent offending (Bullis, Yovanoff, Mueller, & Havel, 2002). Similarly, persons with intellectual deficits, as indicated by low IQ, are more likely to commit later crime (Hodgins, 1992). In this sense, education may indeed serve as an important transition, as it could potentially mediate the effect of such cognitive deficits on delinquency and criminality. Alternatively, these findings also suggest that these deficits may pose an impediment to educational intervention efforts directed at delinquent populations.

Poor Academic Performance

Another common feature of incarcerated juveniles is poor academic performance in school prior to their commitment to the juvenile justice system. In particular, this deficiency generally manifests itself in two observable fashions: low grades and low rates of advancement (i.e., being behind the average grade level for a given age). Moreover, incarcerated students tend to perform poorly in the particular areas of language arts, math, and speech. Each of these areas of academic deficiencies will be discussed, then their relationship with delinquency will be explained.

First, juvenile justice students and other students with disabilities generally receive low grades on assessments (Nelson, Benner, Lane, & Smith, 2004); consequently, they often have poor grade point averages (GPA) (Wang, Blomberg, & Li, 2005). Specifically, it has been found that students with emotional and behavior disorders (e.g., aggression and attention problems) are at a higher risk for academic achievement deficits than those with internalizing disorders (e.g., withdrawal and depression) (Nelson, et al., 2004). In a study comparing delinquents in Florida to nondelinquents, Wang, et al. (2005) found that the mean GPA for delinquents was 1.46; whereas, non-delinquents had a mean GPA of 2.12. Furthermore, incarcerated youths with identified disabilities are more likely than their nondisabled counterparts to exhibit poor academic performance (Zabel & Nigro, 2001), suggesting a double disadvantage.

Second, youths who are in or will soon be in the correctional system tend to be below grade average when compared with their same-age peers (Parent, Lieter, Kennedy, Livens, Wentworth, & Wilcox, 1994; Wang, et al., 2005). Over half (51%) of the students in Florida's juvenile justice programs are below grade level (JJEEP, 2006). Wang et al. (2005) found that only 43% of the delinquent group had not been retained in schools, compared with 72% of the nondelinquent group. An important consequence of this is that, as a result of not be promoted to the next grade level, these youths are significantly less likely to earn a high school diploma and advance to postsecondary education (Armstrong, Dedrick, & Greenbaum, 2003). This problem is further complicated by the unfortunate fact that incarcerated students throughout the nation have historically received poor schooling as compared with their nonincarcerated counterparts (Dedel, 1997).

In particular, incarcerated and disabled youths tend to have the most difficulty in the specific areas of language arts (i.e., reading, writing, and spelling), mathematics, and speech (Cohen, Barwick, Horodezky, Vallance, & Im, 1998; Davis, Sanger, & Morris-Friehe, 1999; Hollin, 1996; Nelson et al., 2004; Sanger, Moore-Brown, & Alt, 2000; Sanger, Moore-Brown, Magnuson, & Svoboda, 2001; Snow & Powell, 2002; Warr-Leeper, Wright, & Mack, 1994). For example, it has been suggested that poor literacy, numeracy, and nonverbal functioning contribute to delinquent behavior (Putnins, 1999). Specifically, Hollin (1996) explained that such skills mediate the relationship between behavioral disorders and delinquency, in that children with disorders are unable to use these skills to regulate their own behavior. Similarly, Cohen et al. (1998, p. 463) explained the link between language impairments (LI) and delinquency: "LI may also increase risk for delinquency by interfering with the ability to understand others' perspectives, affecting both social competence and moral development." Moreover, researchers have documented the quite frequent failure of juvenile justice entry assessments to identify students with such impairments (Sanger et al., 2001; Warr-Leeper et al., 1994) which, consequently, suggests that prevalence rates of incarcerated students with disabilities are in fact underestimates that disguise the true number of students in need of special education services within juvenile justice institutions.

Poor School-Related Behavior

One of the most obvious features common to delinquent youths and youths at risk for delinquency is their poor school behavior, including conduct problems, absenteeism, suspensions, expulsion, and dropout. What is less obvious, however, is the potentially strong link between the cognitive deficits described above and these disciplinary problems. Moreover, a significant body of research has suggested that these school-related behavior problems may, in fact, be preceded by warning signs related to this population's generally unfavorable opinions of their schools and teachers. This section will address these issues in a linear fashion, beginning with school attachment, continuing with in-school conduct and disciplinary problems, and culminating in suspension, expulsion, and dropout.

First, several researchers have documented a link between lack of school attachment and criminal onset and persistence (Arum & Beattie, 1999; Chung, Hill, Hawkins, Gilchrist, & Nagin, 2002; Farrington & Hawkins, 1991; Hill, Howell, Hawkins, & Battin-Pearson, 1999; Jang, 1999; Le Blanc, M., Cote, G., & Loeber, R., 1991; Lipsey and Derzon, 2001; Loeber & Farrington, 2000; Sampson & Laub, 1993; Smith et al., 1995; Stouthamer-Loeber, M., Loeber, R., Wei, E., Farrington, D.P., & Wikstrom, P.H., 2002). Moreover, a direct association between disabilities and school attachment has been discovered, such that students with disabilities disproportionately report greater dissatisfaction with teachers, poorer bonds with school, and higher perceptions of school danger than their nondisabled counterparts (Murray & Greenberg, 2001). The frustration and demoralization associated with school failure may cause students to detach from school, thus becoming more susceptible to delinquent behavior. As measurements of school attachment and engagement, researchers have used school motivation, educational aspirations, self confidence in regards to academic ability, quality of student-teacher relationships, student-to-teacher ratio, satisfaction with school, perceptions of school safety, student interest in school, and so on. In sum, students who have negative perceptions of their school, their teachers, and their own

academic abilities tend to be at a higher risk of later criminal onset and persistence than are students with more positive views of their schools and teachers.

These negative perceptions, in turn, may adversely affect the in-school conduct of delinquent and disabled youths. Importantly, many school-related conduct problems appear to be associated with emotional, behavioral, and learning disabilities (Cocozza & Skowyra, 2000; Loeber & Farrington, 2000; Mears, 2001; Nelson et al., 2004). In particular, Loeber and Farrington (2000) explained that serious and violent adult offenders during childhood have a higher than average involvement in disruptive problem behaviors such as ADHD. Nelson et al. (2004) similarly found that special education students exhibiting aggression and attention problems were both more likely to be delinquent and more likely to experience academic failure. In particular, aggressive behavior toward peers and antisocial behavior seem to be strongly correlated with a variety of negative outcomes, such as later delinquency and criminality, school failure, and dropout (Chung et al., 2002; Dishion, Patterson, Stoolmiller, & Skinner, 1991; Ensminger & Slusarcick, 1992; Kupersmidt & Cole, 1990). Further, in-school delinquency and substance abuse are predictive of school dropout (Fagan & Pabon, 1990).

As a consequence of both their unfavorable opinions of school and the myriad of conduct problems these students tend to exhibit, it is not surprising that these students also experience significantly higher rates of absenteeism, suspension, expulsion, and dropout than do nondelinquent and nondisabled youths.   First, high rates of absenteeism have been associated with both dropout and delinquency (Kupersmidt and Cole, 1990; Wang et al., 2005). Second, it has been documented that suspension is a significant determinant of later incarceration (Arum and Beattie, 1999; Wang et al., 2005). In addition, Atkins et al. (2002) found that students with detentions and suspensions were highly aggressive, lacked social skills, and were very hyperactive as rated by their teachers and peers. Thus, there also appears to be a link between social, cognitive, and behavioral disabilities and disciplinary referrals. Third, regularly truant students appear to be at a higher risk for dropout (Fagan & Pabon, 1990). One study found that over half of a sample of students classified as at-risk dropped out of school when they were teenagers (Ensminger & Slusarcick, 1992).

Section Summary

The characteristics common to at-risk and delinquent youths pose formidable challenges to juvenile justice educators. A high proportion of these students evidence not only conduct and social problems, but also serious emotional and cognitive disabilities. Research indicates, however, that a notable percentage of these disadvantaged youths are not currently being identified as in need of special education services. As a consequence, these unidentified but disabled students are not receiving the proper services (Cook & Hill, 1990; Rutherford, Nelson, & Wolford, 1986). Moreover, given the high incidence of conduct problems, Brendtro and Shahbazian (2004) point out that it is difficult for teachers and custody staff to manage classroom behavior without resorting to punitive or coercive measures. In fact, juvenile justice teachers warn that their students "frequently present legal, social, behavioral, emotional, psychological, and instructional challenges that they are

unequipped to address" (Ashcroft, Price & Sweeney, 1997, referring to Ashcroft, Price, & MacNair, 1992).

Among the specific problems posed by this population are governance or jurisdictional issues, administrative demands, records exchange difficulties, fluidity of the population, safety and security issues, and problems resulting from legislative mandates, such as parent participation (Robinson & Rapport, 1999; Winters, 1997). These particular problems are exacerbated by the alarmingly high teacher attrition rate within juvenile justice institutions (Billingsley, 2005). Common reasons voiced by correctional instructors for leaving the profession or a specific program include lack of preparation and necessary qualifications, colleague and administrative support, induction and orientation services, resources, and so on (Billingsley, 2005). In addition, instructors must assume various roles (i.e., teacher, counselor, disciplinarian) when dealing with youths suffering from multiple disadvantages, which may result in role conflicts, stress, and eventual burnout (Billingsley, 2005). Moreover, the disproportionate presence of minority students within the juvenile justice system creates an added demand for qualified minority teachers, of which there is a shortage (Ashcroft et al., 1997).

6.3   Effective Strategies for Addressing the Unique Needs of Incarcerated Youths

While students in juvenile justice facilities are characterized by a multitude of academic deficiencies, much research has been conducted on effective methods for overcoming these deficiencies. The bulk of the literature on juvenile justice best practices is largely anecdotal and outdated. Therefore, this section provides the results of a literature review on promising practices that are designed to address the educational characteristics common to incarcerated youths. The organization of this section follows that of the previous section, such that the best practices are categorized by the specific type of deficiencies they are designed to address. It is important to remember from the previous section that most of these issues are interrelated; thus, the strategies for countering one particular deficit may help with other problems in overcoming the barriers presented by the unique needs of this population. Alternatively, multiple strategies may be necessary to overcome just one particular deficiency.

Addressing the Needs of Delinquent and Disabled Students

In order to successfully identify and treat student disabilities and other disadvantages, two general courses of action have been suggested. The first is a rigorous assessment and monitoring system of student abilities and progress. The second is the integration of a wide range of agencies, disciplines, and instructional strategies in order to address the multiple needs of delinquent youths.

Perhaps the most important step in addressing student disabilities is recognizing that a student has one (or more). Therefore, a timely and thorough assessment of each student—a practice also applicable to students in public schools—entering a facility is critical. More specifically, Levinson (1998, p.36) explained that the assessment process "should involve a variety of school and community-based professionals, utilize a variety of assessment techniques and strategies (multimethod), and require that assessment information be gathered in a variety of domains (multitrait)." Given the high propensity for incarcerated youths to have either global cognitive defects or some other specific learning disability, the following areas must be assessed: intellectual/cognitive, educational/academic, social/interpersonal/emotional, independent living, vocational/occupational, and physical/sensory (Greene & Kochhar-Bryant, 2003; Levinson, 1998). Additionally, it is necessary for the receiving juvenile justice facility to retrieve incoming students' educational records from their previous educational and/or correctional institutions (Edgar, Webb, & Maddox, 1987; Webb, Maddox, & Edgar, 1985). In doing so, the students' transition plans can incorporate as much knowledge of their academic strengths and weaknesses as possible.

An important component of this initial assessment process is to solicit both student and parent input regarding each of these domains (Greene and Kochhar-Bryant, 2003; Kohler, F.W., Ezell, H., Hoel, K., & Strain, P.S., 1994; Morningstar, Turnbull, & Turnbull, 1996; Pogoloff, 2004; Wehman, 1996). Due to the geographical issues posed by incarcerating students (i.e., who are frequently housed hours away from their parents' residence), regular and in-person parental involvement, as well as solicitation via multiple formats (e.g., letters, telephone calls) should be employed in gaining the input of parents or guardians (Pogoloff, 2004). Finally, it is critical that the results of these assessments and interviews be used in the formation of individualized academic or educational plans for the student (Gajar,1993; Pogoloff, 2004).

This leads to the second critical phase: implementing the individualized plan. The students' educational training should emphasize those needs identified by the assessments and written into the student plan (Gajar, 1993). Although this is a necessary step, it is not sufficient in planning an effective curriculum. Instead, student progress needs to be continually monitored and assessed, and modifications to his or her individualized student plan should follow. For example, student progress should be self-paced, in that the student should not progress to a subsequent lesson until having successfully completed the first lesson (Gajar, 1993).

Lastly, it is crucial that plans for students' transition back into their home communities be initiated at the time of students' entry into the program (Gemignani, 1994). Catalano, Wells, Jenson, & Hawkins (1989) explain that this exit-oriented transition planning should include academic exit assessments, school placement, and counseling assistance. It has been suggested, furthermore, that the assessments used in exit planning should be identical to those used at entry to facilitate the evaluation of academic progress during the students' period of incarceration. It is also necessary for the juvenile justice facility to forward the students' educational file to their next educational placements so that it can continue to serve as a guide for the students' educational planning (Leone et al., 1986). In sum, the transition process should be designed to "link the correctional special education services to prior

educational experiences and to the educational and human services needed after release" (Gemignani, 1994, p.2).

Interagency and Interdisciplinary Collaboration

Given both the high rate of disabilities and the negative impression these students generally have of school, instruction needs to be inclusive and incorporate a variety of teaching strategies and learning materials (Gajar, 1993; Greene and Kochhar-Bryant, 2003). In particular, incarcerated and disabled students need a curriculum that integrates academic education with life skills, career and vocational preparation, and self-determination training (Greene & Kochhar-Bryant, 2003). Additionally, community-based instruction and business and industry partnerships have also been found to improve the educational and vocational outcomes of incarcerated youths (Greene & Kochhar-Bryant, 2003). These curricular demands require that juvenile justice programs initiate and maintain reliable community linkages and foster and sustain collaborative relationships with other relevant agencies and disciplines, such as mental health and social services agencies, state and local juvenile justice and education authorities, psychologists and speech therapists, and so on (Anne E. Casey Foundation, 2002; Greene & Kochhar-Bryant, 2003; State of Connecticut Department of Children and Families Division of Mental Health and Children's Behavioral Health Advisory Committee, 2003).

The critical need for the cooperation of multiple agencies across several related disciplines itself often spawns another set of difficulties for juvenile justice educators. Complex multi-agency organizational structures such as these often face the problems of differing ideological approaches to the task at hand, as well as communication issues that serve to impede the sharing of vital knowledge and resources (Anne E. Casey Foundation, 2002; Vaughan, 2001). In order to overcome these inherent barriers to interorganizational collaboration, five processes have been identified: (1) *the establishment of attainable goals* (Anne E. Casey Foundation, 2002; Marenin, 2003; National Mental Health Association, 1999; New Jersey Department of Human Services, 1998), (2) *high quality and quantity communication* (Anne E. Casey Foundation, 2002; The State of Connecticut's Department of Children and Families Division of Mental Health and Children's Behavioral Health Advisory Committee, 2003), (3) *the implementation and maintenance of standards* (Marenin, 2003), (4) *frequent and objective evaluations* (Anne E. Casey Foundation, 2002; Kim, 2004), and (5) *sanctions* (National Mental Health Association, 1999).

Improving Academic Performance

Several strategies have been identified as being effective in increasing the likelihood of academic success among delinquent and disabled youths. These include training teachers in progress monitoring and developing appropriate lesson plans, incorporating life skills and career training into the academic curriculum, using multiple instructional strategies, individualizing curricula to target students' identified deficiencies, and implementing credit recovery programs. Again, it must be emphasized that there is considerable overlap within and among the student disadvantages and best practices such that either a specific best

practice generally affects more than one area of student disability, or, conversely, multiple best practices are needed to address a single deficiency.

Teacher Training

Perhaps one of the most important features in determining the quality of a student's education is the student's teacher(s). Indeed, one of the more consistent findings within the field of educational best practices is that full teacher certification and in-field teaching are among the strongest predictors of their students' academic achievement (Darling-Hammond, 2000). Teacher preparation and experience also have been identified as significant determinants of student achievement (Darling-Hammond, 2000; Fetler, 2001).

Specifically, Browder, Karvonen, Davis, Fallin, & Courtade-Little (2005) found that teacher training in the following areas significantly improved the academic outcomes of their students, as compared with students with teachers not trained in these areas: *curriculum access* (i.e., how to select skills appropriate for students with disabilities), *data collection* (i.e., how to develop and utilize data collection systems to design curriculum), and *instructional effectiveness* (i.e., how to improve instruction if students do not make adequate progress). Moreover, those students whose academic achievement was increased via teacher training also demonstrated progress in their specific individual plan objectives (Browder et al., 2005). The parallel between this practice and the previously described progress monitoring and individualized plan modification best practice is clear: in order for students' progress to be successfully monitored, teachers need to be trained in monitoring and using the results to adjust their instructional techniques.

Integrated and Holistic Curriculum

While educational attainment should certainly be the primary objective within any juvenile justice institution, it is also important for program administrators and lead educators to recognize that many of their students will not be returning to school or attending post-secondary schooling following their release. Instead, many incarcerated students are of an age at which continued schooling is not mandatory, and they have come to believe that they are academically unsuccessful. Moreover, even those students who plan to continue with their education frequently have limited vocational training and work experience, and the literature already discussed demonstrates that these students are in particular need of social and independent living skills instruction. As such, all of these domains must be included into the regular academic curriculum (Greene & Kochhar-Bryant, 2003).

In particular, Carter and Lunsford (2005) identified four crucial areas of student development. The first is *social skills training*, which should be directly tailored to the student's deficits, frequent and intense, and delivered in multiple settings. Second is *vocational skills training*, which necessitates actual participation in vocational coursework throughout high school. *Academic skills* are third and not only should include improvements in the core subject areas, but also should ensure that the student earns a diploma. The fourth area is *self-determination skills*, which essentially increase the students' self-direction, self-management, decision-making, problem solving, and goal setting abilities.

Additionally, GED programs are also useful in aiding the educational enrichment of students who are unlikely to return to school following release. In fact, GED completion has been significantly associated with reduced recidivism among adult incarcerated populations (New York State Department of Correctional Services, 1989).

Credit Recovery Programs

Earning a diploma during incarceration has been found to significantly reduce the likelihood of recidivism following release (JJEEP, 2005). Moreover, these higher performing students have been found to demonstrate more successful community reintegration than their lower performing incarcerated counterparts (JJEEP, 2005). Because juvenile justice students are generally two years behind their same-age peers (JJEEP, 2005), it is important for juvenile justice educators to formulate and implement credit recovery programs so that students have an opportunity to advance to their age-appropriate grade level, thereby decreasing the odds of recidivism and increasing the students' chance for successful community reintegration. Moreover, academic achievement also has a significant positive effect on students' sense of belonging to the school and the extent to which the student values school (Radziwon, 2003). This issue will be discussed in more detail below; however, the important point is that improving academic achievement has strong and positive effects on several areas that relate to school academic performance, school attachment, and delinquent and criminal outcomes.

Targeting Reading and Speech Deficiencies

Due to the staggering extent of reading and speech deficiencies among incarcerated populations–as well as the correlation between these disadvantages and antisocial and aggressive behavior–individualized student plans and classroom lesson plans must have a strong focus on improving the reading and speech skills of the students. In fact, several strategies have been identified as helpful in doing so. For example, Stanford (1995) found that incorporating conflict management skills with English course content not only improved students' literature and writing skills, but also reduced student behavior problems. Similarly, Snow and Powell (2002) noted the importance of a strong emphasis on speech deficiencies in juvenile justice institutions; specifically, they argued for social skills interventions that incorporate language processing and production skills.

In addition to incorporating life skills and problem-solving skills into regular lesson plans, researchers also have suggested that multiple grouping formats (i.e., pairing, small groups) are more effective than class lectures for learning disabled students (Elbaum, Vaughan, Hughs, & Moody, 1999). Also, giving disabled students some input into their lesson plans has been associated with improvement in spelling performance (Killu, Clare, & Im, 1999). Further, Crowe (2005) found that Communicative Reading Strategies (CRS) meaning-based feedback (e.g., monitoring, discussion, prompts) was more effective in improving the reading comprehension of students with low reading abilities than were more traditional feedback techniques (e.g., pre-teaching vocabulary, sounding out words). Likewise, Devault and Joseph (2004) also recommended multiple learning formats for increasing the fluency levels of reading disabled students; in particular, they found positive effects resulting from the combination of repeated readings and word box phonics.

Furthermore, a variety of print and non-print materials, including libraries and instructional support services, have been identified with increased student academic performance in correctional settings (Coffey and Gemignani, 1994). In sum, this section suggests that targeting oral and written language arts deficiencies will be aided by the integration of life and social skills lessons, the use of several instructional techniques and materials, and close monitoring by and feedback from the teacher.

Improving School-Related Behavior

In addition to effective ways of improving the academic performance of incarcerated youths, several strategies have been documented to directly reduce the incidence of conduct problems for delinquent and disabled youths. These include a safe and positive school atmosphere, appropriate classroom organizational structure, multiple instructional strategies and the incorporation of technology, teacher training, student involvement, parent involvement, and community and business partnerships. Each of these practices will be discussed, and a suggestion for the organization of this information will be advanced in the following section.

Safe and Positive School Atmosphere

The link between unfavorable impressions of school and delinquency has been established; however, so have several techniques for altering these unfavorable impressions. In particular, Payne, Gottfredson, & Gottfredson (2003, p. 754) identified two concepts that are critical to establishing school order:

> *Communal organization* refers to the existence of a specific social organization that is external to the individual; this is the existence of supportive relations, of collaboration and participation, and a set of shared norms and goals. *Student bonding*, however, refers to the internal processes that result from the existence of this communal organization in the school (italics added).

According to Bryk and Driscoll (as cited in Payne et al., 2003), communal organization has been found to positively and significantly increase the levels of teacher efficacy, work enjoyment, morale, student academic interest, and student math achievement, while also serving to reduce the extent of teacher absenteeism, student misbehavior, and student dropout. Communal organization is best achieved by developing and maintaining five basic policies: shared and reasonable school goals, open and honest communication, consistent and understood standards, frequent and objective student or school evaluations, and the possibility of sanctions for breeches of the standards and unsatisfactory evaluation results. Contracts between agencies have been found to be effective in meeting these organizational recommendations (Kim, 2004; The Change Foundation, 2004). Specifically, Tankersley (2000) suggested that such interagency contracts are most effective when they include strict financial and general management controls and client-oriented policies. Essentially, these authors proposed that a formal accountability system in which the roles and responsibilities of each participating agency are clearly outlined is necessary to achieve communal organization at the more complex level of inter-organizational alliances.

To generate and maintain communal organization within individual institutions, additional recommendations have been put forth. In particular, Harrell, Leavell, van Tassel, & McKee (2004) identified three critical factors in retaining teachers: *increased income*, *administrative support*, and *improved workload* (i.e., appropriate workload, manageable class sizes, adequate resources, safe working conditions, and a desirable teaching assignment and schedule). Similarly, Billingsley (2005) suggested that a positive working environment (e.g., reasonable work assignments, stress reduction efforts) was one of two main strategies for retaining quality special education teachers (the other was the identification and cultivation of high quality teachers). An important component of a positive working environment, moreover, is the creation of inclusive and collaborative schools wherein all teachers and support staff work together to meet the needs of students with disabilities (Billingsley, 2005). For example, he recommended that principals support the work of special education teachers when they explicitly recognize the importance of special education services and that a collaborative work environment can be achieved when special and general educators work together toward mutually defined goals (Billingsley, 2005). Gemignani (1994) added that the recognition of education as the most important part of the rehabilitation process is critical in establishing an effective school environment.

Second, according to Battistich et al. (1996), (as cited in Payne et al., 2003) "student sense of community [is] significantly correlated with the students' liking for school, empathy, prosocial motivation, academic motivation, self-esteem, conflict resolution, and altruistic behavior" (p. 752). Moreover, Radziwon (2003) found that students' perceptions that their peers believe school is worthwhile and important significantly affects their identification with school, while students' perceptions of the extent and sincerity of their teachers' support positively affects their perceptions of school meaningfulness and decreases problem behavior in school (Brewster & Bowen, 2004). Brendtro and Shahbazian (2004), furthermore, identified four practices associated with student feelings of belonging and respect: fair and helpful discipline, positive support from teachers, multiple opportunities for success, and the prevention of verbal insults and bullying by peers. The possibility of incentives (e.g., certificates, awards) for academic achievement is also conducive to fostering an effective school environment (Gemignani, 1994).

Appropriate Classroom Organizational Structure

A second key practice in combating misbehavior in juvenile justice schools is the implementation of appropriate student-to-teacher ratios and class sizes. Finn, Pannozzo, & Achilles (2003), for example, found that small classes increase prosocial behavior (e.g., obedience to rules, positive classroom interaction), while simultaneously decreasing antisocial behavior (e.g., disruptive behavior, withdrawal). Other positive outcomes include increasing student time on task, attentiveness, and participation in learning activities (Finn et al., 2003). In determining appropriate student-to-teacher ratios, Gemignani (1994) suggested that four issues be taken into consideration: student needs, subject area demands, equipment resource availability, and legal mandates.

Multiple Instructional Strategies and the Incorporation of Technology

Although this particular area of juvenile justice best practices has already been discussed, it is worth reiterating that a variety of instructional strategies, especially the use of modern technology, has been found to positively affect student school performance. Specifically, Bewley (1999) found that the use of multimedia presentations had a beneficial effect on student attitudes, motivation, and participation. Coffey and Gemignani (1994), moreover, found that computers, calculators, and video equipment are helpful in teaching mathematical concepts, problem-solving skills, and high-order thinking skills. A useful model for instructional delivery was provided by the Hudson River Center for Program Development (HRCPD, 1995). This model incorporates the five major learning modalities: visual, auditory, kinesthetic, print-oriented, and group-interactive. Finally, it is worth recalling the significant positive effects of the integration of problem-solving and life skills training into core-course lesson plans (e.g., Stanford, 1995).

Teacher Training

In order to successfully address the varying needs and ability levels of incarcerated youths, juvenile justice educators need training in a variety of different areas, such as technology instruction, progress monitoring and lesson modification, cultural awareness, and so on. Essentially, Bullock and McArthur (1994) identified eight general areas in which special education teachers should be trained: (1) *knowledge competencies* (i.e., juvenile justice system correctional education), (2) *diagnosis*, (3) *interventions* (i.e., programming, curriculum, and instructional skills), (4) *communication* (i.e., inter-disciplinary team skills, working with parents and public agencies), (5) *evaluation skills*, (6) *professional development*, (7) *vocational education*, and (8) *behavior management*. In fact, relatively recent research discovered a strong negative relationship between the teacher experience and certification and student dropout rates (Darling-Hammond, 2000). In addition, juvenile justice teachers need a thorough orientation, or induction, process (Billingsley, 2005). See Chapter 5 for an in-depth discussion of teacher qualifications and experience in juvenile justice schools.

Importantly, there is a small but developing body of research that suggests that simultaneous teacher and student training in these areas may be highly effective in reducing student behavioral problems and improving their academic performance (Frey, Hirschstein, & Guzzo, 2000; Grskovic, Hall, Montgomery, Vargas, Zentall, & Belfiore, 2004). For example, Grskovic et al. (2004) found that student and teacher training in a positive reinforcement behavior management system decreased the teacher's need to resort to time-outs for students with emotional and behavioral disorders. Similarly, Frey et al. (2000) found that teacher and student training in empathy, impulse control, and anger management positively affected social competence. Moreover, as already mentioned, teacher training in the area of diagnostic assessments was shown to decrease the number of student discipline referrals (Tyler-Wood, Cerejio, & Pemberton, 2004). Ashcroft et al. (1997) explained that teachers, as well as their students, should be trained in a variety of settings and areas, including multicultural competencies.

Student Involvement

There is also a recognized need to increase the quality and quantity of students' participation in their own rehabilitation process. The solicitation of student involvement has been identified as a transition best practice in that it leads to greater self-determination, advocacy, and input (Greene & Kochhar-Bryant, 2003). In addition, there is evidence that student involvement in academic planning can be facilitated by providing them with published curricula prior to the meetings and by utilizing person-centered planning strategies (Test, Mason, Hughs, Konrad, Neale, & Wood, 2004). With regard to vocational and employability instruction, self-determination training has been found to increase self-direction on the job, reduce dependence on others, and improve self-management, choice making, decision making, problem solving, goal setting, and self advocacy (Carter & Lunsford, 2005). Consequently, assessments and training in these specific domains may serve to alleviate students' emotional reactivity to such situations as working under deadlines, improve their way of responding to authority and supervision, and improve their likelihood of handling stressful situations in a prosocial manner (Goss & Stiffler, 2004).

Parent Involvement

The solicitation of parental involvement in the transition process (including such issues as pre-release planning, post-release transportation, and behavior and money management) has been found to substantially increase the odds of successful employment and postsecondary outcomes for youths with emotional or behavioral disorders (Carter & Lunsford, 2005; Kohler, F.W., Ezell, H., Hoel, K., & Strain, P.S., 1994; Morningstar et al., 1996). Five suggestions have been advanced regarding how to increase parental involvement: (1) use a gradual process to establish a positive relationship, (2) recruit staff with similar cultural and ethnic backgrounds, (3) promote family and child competency rather than focusing on risk, (4) maintain a flexible orientation toward working with families, and (5) reduce pragmatic obstacles to family participation (Conduct Problems Prevention Research Group, 2002). In particular, these researchers recommend such practices as making repeated visits and invitations to parents, providing transportation for parents, and providing a welcoming atmosphere as ways to increase parent participation rates (Conduct Problems Prevention Research Group, 2002).

Community and Business Partnerships

Career and vocational training has been strongly linked to the increased incidence of both employment and continued schooling following release from juvenile justice institutions (Bullis & Yovanoff, 2002; Bullis et al., 2002). An important body of research suggests, however, that the quality of vocational training may be dependent upon the availability of community and business partnerships forged by the particular institution (Levinson, 1998; Lipsey, 2003; Sherman, Gottfredson, MacKenzie, Eck, Reuter, & Bushway, 1997; Task-Force on Employment and Training, 2000; Walker, 1997). For example, the results of a meta-analysis on vocational programs showed that the more successful programs provided actual work experience (Lipsey, 2003). In addition, other authors have identified the early involvement of employers in the lives of offenders and a paid position as soon as possible

following release as critical to success in the labor market (Sherman et al., 1997; Task-Force on Employment and Training, 2000; Walker, 1997). Also, as discussed in the earlier subsection on student involvement, such training has clear and direct effects on the behavior of this population, such as fostering prosocial reactions to job stress and authority. Community and business partnerships are vital to juvenile justice programs in a second fashion: their financial ability to provide the resources necessary to engage students in school and provide them with realistic training opportunities.

A third function of such partnerships is their potential for providing aftercare services and support for released students. Because of the myriad disadvantages faced by the majority of juvenile justice students, collaboration between multiple agencies, spanning several disciplines, is critical to the successful treatment and community reintegration of these youths (Briscoe & Doyle, 1996). The bulk of this body of literature essentially points to the need for aftercare services that integrate intensive surveillance with services (e.g., education, work, family therapy, substance abuse, peer influences, community responsibility and interaction) (Altschuler and Armstrong, 1996; Briscoe & Doyle, 1996; Goodstein & Sontheimer, 1997). Importantly, this research also recommends that such services be initiated while the youths are still incarcerated and then should be continued in the community through close contact with case managers (Altschuler & Armstrong, 1996; Haggerty, Wells, Jenson, Catalano, & Hawkins, 1989). Students who received these services demonstrated improvements in social and problem-solving skills, self-control skills, drug avoidance skills, and consequential thinking skills as compared to released juvenile offenders who did not receive aftercare (Catalano, Wells, Jenson, & Hawkins, 1989).

Section Summary

This section has identified dozens of effective practices for improving the behavioral performance of disabled and incarcerated juveniles. As previously mentioned, however, there is considerable overlap between the best practices discussed in this section and those covered in Section 6.2. Because disabilities are strongly related to both academic and behavioral disadvantages, this overlap should not be surprising. Instead, what is needed is a classification scheme of best practices that targets both education and behavior in juvenile justice facilities.

6.4 Summary Discussion: Best Practices in Juvenile Justice Education

This chapter began by asking the question, *what are the common educational deficiencies of incarcerated delinquent youths and the best practices for addressing these common deficiencies*? First, the common characteristics of the juvenile justice population were identified, thereby explaining by what mechanisms school is related to delinquency. In brief, these features include: a disproportionate presence of mental and emotional disabilities, low IQ, poor prior academic performance (i.e., low grades and low rates of advancement), and poor prior school-related behavior (i.e., lack of attachment to school, conduct problems,

absenteeism, suspensions, expulsions, and dropouts). Second, a summary of the literature examining effective techniques for improving the academic and behavioral performance of juveniles with these characteristics was presented. To address the needs of delinquent and disabled students, rigorous and ongoing assessments and individualized student plans were discussed, as was interagency and interdisciplinary collaboration. To improve the academic performance of incarcerated delinquent youths, the following general strategies were advanced: teacher training, an integrated and holistic curriculum, credit recovery programs, and targeting reading and speech deficiencies. Finally, to improve the school-related behavior of this particular population, several additional practices were provided, including a safe and positive school atmosphere, appropriate classroom organizational structure, multiple instructional strategies and the incorporation of technology, teacher training, student and parent involvement, and community and business partnerships.

The considerable overlap between best practices that are designed to address specific disadvantages clearly warrants, however, the formulation of thematic and concise categories of best practices for dealing with these disadvantageous population characteristics. Thus, the following classification scheme includes six general areas with which to categorize and summarize the best educational practices identified in Sections 6.2 and 6.3: school environment; resources and community partnerships; assessments, diagnostics, and guidance; exit and aftercare services; curriculum and instruction; and educational personnel and teachers. Each of these areas of best practices will be briefly summarized (for a more detailed explanation of these areas, refer to the case study scoring rubric in Appendix #).

School Environment—Such issues as communal organization, student bonding, an inclusive learning environment, appropriate class sizes, and student and parent involvement are included in this domain of best practices. Essentially, these components all serve to create an environment where education is the number one priority, students are all treated equally and respectfully, teachers enjoy their working environment and receive administrative support, and both students and their parents are seen as valuable resources.

Resources and Community Partnerships—This area of best practices includes adequate learning materials, technology, media resources, community and business partnerships, and collaborative relationships with relevant agencies. Viewing community partnerships as a valuable resource, this category includes those components that equip both the school and the student with the necessary means to achieve their highest academic, vocational, and social potential.

Assessments, Diagnostics, and Guidance—This area is concerned with the intake procedures and continual monitoring and adjusting of the students' individualized plans. Specifically, this area includes a rigorous assessment process, individualized student plans, constant monitoring of student progress, and providing students with guidance and feedback regarding their progress. The idea here is that the transition process must begin upon student entry into the program, be tailored to the students' individual abilities and needs, and be appropriately altered to reflect changing ability levels and/or interests.

Exit and Aftercare Services—While the previous domain is essentially intake- and program-oriented, this area is more concerned with the exit and community aspects of transition. Here, the critical components are an exit plan that is designed and implemented upon student entry; assistance with the students' return to school, their school graduation, or employment for older youths; assistance with transition back into the community; and a community-based aftercare program. The basic idea behind these components is that juvenile justice students need extensive and continuous assistance with their transition back to their schools and home communities.

Curriculum and Instruction—This area includes an individualized and holistic curriculum; credit recovery programs; an emphasis on reading, writing, and speech; and various instructional strategies. As the previous sections in this chapter illustrated, juvenile justice students generally exhibit a wide range of cognitive and behavioral disorders, and these specific strategies have been documented to have positive effects on such populations.

Educational Personnel and Teachers—While the foregoing aspects of successful juvenile justice education programs are clearly important, this area may well be the most critical in determining the success of a given program. This area focuses on the *people* involved in these systems on a daily basis and includes such topics as teacher certification, teaching experience, well-designed recruitment and retention practices, and teacher training and preparation. As Chapter 7 will demonstrate, this area of best practices is highly influential and appears to play a significant role in determining the degree to which other areas of best practices are implemented and maintained.

This classification scheme encapsulates the literature reviewed in this chapter by organizing each of the dozens of identified effective strategies for addressing the special needs of incarcerated youths into six general categories. This chapter only answers one of two crucial questions: what are the best educational practices for juvenile justice populations? The second question, which is perhaps even more important, is concerned with the implementation and maintenance of these identified best practices? Specifically, *what specific program processes appear to be related to best practices*? This question is the focus of the following chapter, Chapter 7: Case Studies and Demonstration Sites.

CHAPTER 7
CASE STUDIES AND DEMONSTRATION SITES

7.1   Introduction

The Juvenile Justice Education Enhancement Program (JJEEP) has been conducting case studies of residential programs for the past two years. In 2004, JJEEP visited three programs, two of which are high-performing and the third, average performing. This year (2005), from May to the end of September, JJEEP research staff conducted case studies of six residential programs throughout the state. Three of these programs are high performing, two appear to be among the lowest performing in the state, and one falls in between. To date, JJEEP has conducted case studies of five high performing, two average performing, and two low-performing residential programs, for a total of nine programs. Consequently, it is possible to compare the number of best practices across the three program types. Additionally, it became apparent that these exceptional programs could be used as demonstration sites, or best practice lab schools, so that less successful programs could visit them and observe how they are able to implement and operate with the best practices identified in the relevant literature (see Chapter 6 for a comprehensive review of the best practices literature).

The purpose of conducting these case studies is to identify juvenile justice education demonstration sites throughout the state of Florida. The process for their selection includes combing multiple years of Quality Assurance (QA) performance information and teacher quality data to identify consistently high performing educational programs with little provider, administrative, and teacher turnover. Once identified, these programs are subjected to further research, using the case study methods that identify the program processes that facilitate best practices used in each program. After the case studies are conducted, high-performing programs, based on their use of identifiable best practices, are asked to serve as demonstration sites. As demonstration sites, these high-performing programs will be able to share their practices with other lower-performing programs throughout the state.

This chapter is focused upon answering several research questions. First, by conducting case studies of five high-performing programs, the chapter answers the question: *to what degree do the programs as a whole exhibit and incorporate the best practices identified in the literature*? Basically, this question is concerned with comparing the best practices identified in Chapter 6 with those observed among the high-performing programs. A second research question is: *what are the specific differences in program practices and processes for high- versus average- and low-performing programs*? Based on the literature reviewed in Chapter 6, the present chapter tests the hypothesis that high-performing programs – as a whole – exhibit a greater number of best practices than do average and low-performing programs. The chapter is also aimed at answering the question: *what specific program processes appear to be related to best practices*?

Although many programs may be aware of effective educational strategies, they may not be able to implement or maintain such practices. Therefore, the chapter provides information to juvenile justice practitioners that should assist them in increasing their number of best practices by modeling their programs after more successful programs.

The chapter is divided into four subsequent sections. Section 7.2 outlines the purposes and responsibilities of juvenile justice education demonstration sites. Section 7.3 explains the methodology used for the case study selection, preparation, and visits. In addition, a description of each of the nine programs is provided. Section 7.4 provides the results of the case studies using the typology of best practices presented in Chapter 6. The final section, Section 7.5, concludes the chapter by summarizing the results of the case studies, discussing some of the limitations of the case study methodology, and presenting JJEEP's plans for future research regarding case studies and demonstration sites.

7.2   Demonstration Sites

For the past two years, JJEEP has been committed to identifying and establishing demonstration sites, or lab schools, that can serve as model programs. The case study project provided the information necessary to identify potential demonstration sites, while the scoring rubric process (explained in the Section 7.3) screened out those programs that exhibit an inadequate number of best practices and would consequently offer little benefit to visiting programs, juvenile justice educators, and policymakers. This section will first describe the purposes of the demonstration sites and then enumerate the responsibilities of these sites.

Purposes of Demonstration Sites

The purpose of establishing demonstration sites is to provide models of exemplary and replicable best practices in Florida's juvenile justice education system. These sites will be able to answer two critical questions regarding the delivery of educational services to incarcerated youths: *what policies, practices, and processes are most effective*? and *how can these policies, practices, and processes be implemented and maintained*? Specifically, demonstration sites are consistently high-performing programs that possess and utilize a variety of research-based inputs and activities in order to present an effective positive turning point–namely, academic and/or vocational success–in the students' delinquent life course. (For detailed descriptions of the demonstration site programs, refer to Appendix J or visit the JJEEP website at http://www.jjeep.org).

Roles and Responsibilities of Demonstration Sites

Demonstration sites have several responsibilities. These include: (a) maintaining high quality assurance (QA) scores, (b) providing technical assistance to programs in need via prescheduled visits and telephone calls, (c) allowing other programs and persons to visit at predetermined times for the purposes of program improvement or research,

(d) presenting at conferences (at minimum, the Juvenile Justice Education Institute and Southern Conference on Corrections [JJEI & SCC]), (e) agreeing to be featured in JJEEP's website and in JJEEP's Annual Report, and (f) having program representatives serve as peer reviewers in JJEEP's QA process. Thus, lower performing programs and other visitors will be able to access the demonstration sites via prearranged onsite visits, telephone calls, and the Internet.

While currently no programs have been officially deemed demonstration sites, JJEEP expects to formally establish five high-performing programs as such during 2006, as well as identify other potential demonstration sites. In future years, JJEEP would like for the demonstration sites to represent the various regions of Florida, male and female populations, differing security levels, population age, and program types, and other distinguishing program characteristics. (See the following section for descriptions of these issues for each of the selected programs.) The demonstration sites will provide JJEEP with empirical evidence regarding the implementation and maintenance of best practices, as well as innovative approaches to best practices. Ultimately, these demonstration sites will inform JJEEP's QA process by suggesting possible revisions to the QA standards and scoring procedures.

7.3   Case Study Methodology

As previously mentioned, the results discussed in this chapter are based on two years of case study research. Although the case study project was originally intended to focus primarily on high-performing programs, an additional objective of examining average- and low-performing programs was added in order to provide comparison cases for the high-performing programs. Ultimately, JJEEP researchers visited five high-performing programs, two average-performing programs, and two low-performing programs. This section describes the methods used to select and study each of these programs and provides a general description of each of the programs in the sample.

Selection of Case Study Programs

The methodology employed to select the high- and low-performing residential programs was quite similar. The first step was to examine trends in QA scores over the past five years to provide a pool of potential candidates that either: (a) consistently scored significantly higher than average or (b) consistently scored significantly lower than average. Programs that had not been in operation for at least three years were excluded. Program characteristics, such as gender of the population, geographical location, security level, and maximum capacity, were also considered, with the intent that the selected programs would provide a representative sample of residential programs in Florida; however, these factors were not given priority, as the main objective was to select the absolute best residential programs, along with the most troubled residential programs.

Second, all of the programs' available QA reviews, self-report documents, and educational staff information were reviewed to provide an idea of what the program does,

how well they operate, and the history of their problems requiring either technical assistance (TA) or corrective action plans (CAPs). Third, JJEEP research staff interviewed the QA reviewers who had most recently visited the programs regarding each potential candidate's suitability as either a high-performing case study or a low-performing comparison program in Florida. The final stage in the selection process involved several conferences with JJEEP researchers and QA reviewers in which the results of the prior phases were presented and discussed, and final decisions were made. Due to resource limitations and the ultimate goal of identifying and establishing demonstration sites, it was decided that the four seemingly highest performing programs and the two programs that were historically in need of the most TA would be included in the 2005 sample.

The Case Study Process

Following the selection process, the case study process involved three stages: (1) a pre-visit component, (2) an on-site component, and (3) a post-visit component.

Pre-Visit Component

While the selection process represents most of the pre-visit component, two additional steps were performed prior to the on-site visit. First, using the available information, a pre-visit case study report was compiled that enumerated and described each program's best practices as reflected in QA reports, self-report documents, educational staff information, and QA reviewer interviews. Based on the literature reviewed in Chapter 6, this information was organized into six general categories, or areas, of best practices: (1) school environment; (2) resources and community partnerships; (3) assessments, diagnostics, and guidance; (4) exit and aftercare services; (5) curriculum and instruction; and (6) educational personnel and teachers. Second, JJEEP contacted the programs' lead educators and program administrators to determine a suitable time to visit and to discuss what the visit would involve.

On-Site Component

The on-site visit included four components: (1) a facility tour, (2) observations, (3) interviews, and (4) surveys. The facility tour generally occurred at the beginning of the case study, while the observations continued throughout the study. Various aspects of the programs were observed, including facility design; use of educational resources; general behavior; interaction among and between students, teachers, program staff, and administrators; class size; and instructional strategies.

Interviews, each lasting approximately 30 minutes, were conducted with the lead educator, the facility director, all teachers, the treatment coordinator, and the guidance/transition specialist. (Copies of the interviewing instruments can be found in Appendix G.) The interviews covered such topics as program goals and philosophies, the transition process, methods of individualizing instruction, strategies for accelerating student learning and student progression, reward/award tactics, methods for engaging

parental involvement, teacher recruitment and retention practices, the integration of custody and care services with educational services, interaction among education, custody, and care staff. At the time of the on-site visit, the JJEEP researchers were aware of many facets of the programs; therefore, the interviewing component was useful in identifying the *processes* through which the program's polices and practices were implemented and maintained.

Lastly, students and teachers (including the lead educator) were administered a climate survey, which took approximately 30 minutes to complete. (Copies of the survey instruments can be found in Appendix G). While these surveys were primarily concerned with issues related to school environment (e.g., behavior management, student-student and student-teacher interaction, communication among educational, custody, and treatment staff, etc.), several other areas of best practices were also explored. These included perceptions of the behavior management system, student access to educational resources, instructional strategies, transition planning, and parental involvement.

Post-Visit Component

Following the on-site visit, three post-visit analyses were conducted. First, the student and teacher surveys were analyzed using basic statistical procedures (i.e., mean comparisons and percentage distributions). Second, a post-visit case study report was compiled and organized according to the six areas of best practices. Finally, the pre-visit reports were compared to the observations and the interview and survey results. When significant disparities were noted, the post-visit report was sent to the lead educator for input and editing. The lead educator was asked to make any appropriate suggestions and corrections, and these were incorporated into the final post-visit write-up. These write-ups served as the primary guide for the comparison of the high-, average-, and low-performing programs.

The Sample

This subsection provides brief descriptions of the nine case study programs: the *Washington County School Program at Dozier*, *Pinellas Sheriff's Boot Camp*, *Avon Park Youth Academy*, *Stewart Marchman Oaks Halfway House*, *Pensacola Boys Base*, *Eckerd Intensive Halfway House*, *Vernon Place*, *Tiger Success Center*, and *JoAnn Bridges Academy*. The programs are rank-ordered such that the first five programs comprise the demonstration site candidates (the high-performing programs), while *Eckerd Intensive Halfway House* and *Vernon Place* represent the average-performing programs, and the last two programs (*Tiger Success Center*, and *JoAnn Bridges Academy*) represent the low-performing programs.

High-Performing Programs

Washington County School Program at Dozier

Dozier is a high-risk intensive residential program located in Jackson County a largely rural county in Florida's panhandle. The Facility serves 190 male sex offenders and repeat offenders, ranges in age from 13 to 21 who are committed for an average of 350 days. As such, Dozier is often considered a last stop for juvenile offenders in Florida. The youths at Dozier come from all over the state, with only about a dozen originating from the Panhandle. The Washington County School District operates the educational program at Dozier, and the Florida Department of Juvenile Justice operates the facility. Although Dozier was one of the three programs involved in the landmark *Bobby M.* class action lawsuit of more than two decades ago, it now serves as a model program, especially in the areas of resources and community partnerships, vocational curriculum, reading curriculum, teachers and educational staff, and school environment. In particular, Dozier's educational staff is both well qualified and very experienced with teaching in juvenile justice institutions. Moreover, there has been very little turnover at the administrative level; in fact, the principal has been with the program for almost 20 years, the assistant principal has been at Dozier for almost 10 years, and most of the academic and vocational teachers have also been there for a considerable amount of time.

Pinellas Sheriff's Boot Camp

Pinellas Boot Camp is a moderate-risk facility that houses 60 male offenders, most of whom are repeat offenders. Students range in age from 14 to 18 years and spend an average of 240 days in the program. The Pinellas County School District operates the educational program, and the Pinellas County Sheriff's Department operates the facility. First established in 1993, as a cooperative venture between the Pinellas County Sheriff's Office and the local community, Pinellas Boot Camp is comprised of two platoons: the Boot Camp Platoon and the Transition Platoon. After spending four months in the former, which emphasizes discipline and paramilitary training, students graduate to the Transition Platoon, which prepares them for life back in their communities by focusing on self-determination skills and allowing students to attend local public schools during the day. Although boot camps traditionally emphasize physical training, all program and educational staff at Pinellas Boot Camp agree that education is their first priority. As with Dozier, the members of the educational staff are well qualified and experienced, thus attrition is not a problem for Pinellas Boot Camp. In addition, Pinellas Boot Camp excels in the areas of communal organization, student bonding, exit and aftercare services, and language arts curriculum.

Avon Park Youth Academy

Avon Park is a moderate-risk residential program in Polk County that houses up to 200 males, ranging in age from 16 to 18 years, who are committed for an average of 270 days. Students come from all over the state and are generally regarded as being unlikely to return home or to public school following release. Most are diagnosed as not having any

significant mental health or substance abuse problems. Because of the relatively older age of the population, Avon Park focuses on life skills training and vocational education; however, the program also has extensive community partnerships and aftercare services. Avon Park originally began as a collaborative effort between the Florida Department of Juvenile Justice and Securicor, the for-profit organization that currently operates both the facility and the educational program. The program based on a philosophy similar to the 1800's delinquency work programs wherein residents spend the majority of their weekdays in vocational training. While Avon Park lacks a strong emphasis on academic training, it excels in vocational education. The Home Builders Institute provides six of the 12 vocational instructors, who teach a variety of courses offering actual work experience, community-based instruction, pre-release involvement with employers, and employment opportunities following release. Moreover, to combat the problem of teacher recruitment in this rural, isolated location, Avon Park offers an incentive plan for existing employees that include pay raises with each additional level of training. Partly because of this recruitment and retention policy–and partly due to the clear and consistent mission of Avon Park–there has been very little turnover among administrators and teachers and no turnover at the provider level.

Stewart Marchman Oaks Halfway House

Oaks Halfway House is a moderate-risk facility serving a male population of 40 students, whose ages range from 13 to 18 years. Located in Volusia County, most students are local, and many of them are classified as in need of exceptional student educational (ESE) services; consequently, student-to-teacher ratios do not exceed 10:1. Stewart Marchman Programs (a non-profit organization) operates the facility, while the Volusia County School District operates the educational program. Oaks Halfway House shares its grounds and instructional personnel with its all-female counterpart: Stewart Marchman Pines, which also serves as a day treatment program. At Oaks Halfway House, education is viewed as the number one priority by education, custody, and care staff alike. The dominant mode of instruction is through the use of computers. Specifically, the Volusia County School District has designed a unique software program–COMPASS–in which various software programs are integrated to allow students to earn the maximum number of credits possible in the shortest time span. The well qualified academic teachers, who are able to teach in their area of certification (with the aid of an ESE teacher) due to the recently adopted rotating schedule, supplement the computer-assisted instruction (CAI) with a variety of offline activities. Moreover, community service activities and technology resources are abundant, local students are eligible for aftercare services offered by Eckerd Reentry, and the shared goals between educational and facility staff members have created a stable and pleasant working environment that has served to attenuate attrition problems for both teachers and administrators.

Pensacola Boys Base

Pensacola Boys Base is a moderate-risk residential program located in Escambia County on Corry Station, a United States Naval Base. Established in 1972, Pensacola Boys Base became the first United States juvenile justice program to be housed on a military base,

thus providing its residents with such benefits as access to the base's cafeteria, gymnasium and athletic fields, as well as the opportunity to participate in and graduate from United States Navy training programs. The program serves 28 males, ranging in age from 16 to 18 years, for an average of six to nine months. Most of the students are local–either from Escambia County or its neighboring counties. Although situated on the base, the Florida Department of Juvenile Justice operates the facility while the Escambia County School District operates the educational program. Pensacola Boys Base is primarily focused on community reintegration, which is largely accomplished by assigning to each student individual mentors from the naval base or the community. The program is also active in community events, offers its students and teachers an abundant supply of learning resources and technology, provides employment opportunities and family counseling for local students following release, has developed a rigorous reading curriculum, and has well-qualified and experienced teachers. Once again, attrition has not proven itself to be an issue at either the provider, administrator, or teacher level, which has fostered a stable, open, and honest school environment.

Average-Performing Programs

Eckerd Intensive Halfway House

Eckerd Intensive Halfway House (IHH) is a moderate-risk facility housing 30 males, ranging in age from 13 to 18 years. Although located in the county of Okeechobee, the program is supervised by Pinellas County. Since its inception in 1994, Eckerd Youth Alternatives, Inc., (a non-profit organization) has operated both the facility and the educational program. Prior to the establishment of Eckerd IHH, the facility buildings were part of the Okeechobee School for Boys, one of Florida's juvenile training schools. Eckerd essentially serves as a therapeutic community that emphasizes family and mutual respect. For instance, family days are a regular occurrence, and transportation is provided for parents if needed. In addition, the teachers are generally well qualified and student-to-teacher ratios do not exceed 10:1. Moreover, the Eckerd IHH conditional release program–much like Avon Park's aftercare program–allows local students to return to their homes prior to release to establish concrete goals and arrangements. Similar to the demonstration site candidates, the Eckerd IHH educational staff has experienced very little turnover and has expressed satisfaction with their working environment. However, community partnerships and involvement are lacking, as are learning resources, individualized curricula, and a strong focus on language arts and reading.

Vernon Place

Vernon Place is a high-risk group treatment home serving 40 females, aged 12 to 19 years, for an average of 300 days. Located in Washington County, the operator of the educational program is the Washington County School District, while Eckerd Youth Alternatives, Inc., (a non-profit organization) operates the facility. Disadvantaged by both its isolated location and its security level, Vernon Place is able to offer its students only limited community involvement activities; however, other aspects of the program

are more positive. For example, like Eckerd IHH, the program emphasizes mutual respect and facilitates parental involvement by offering transportation and accepting collect calls from parents. In addition, the teachers are well qualified and generally have extensive teaching experience. Moreover, the lead educator and teachers have been at Vernon Place for several years, thus attrition among the educational staff is not a major issue, and communication and cooperation among the educational staff are open and honest. Eckerd Reentry also provides aftercare services for eligible students (although most students attending Vernon Place are not local and, therefore, not considered eligible). On the other hand, Vernon Place has made limited attempts to secure additional funding; as a consequence, academic and vocational learning materials are inadequate.

Low-Performing Programs

Tiger Success Center

Tiger Success is a high-risk serious habitual offender program (SHOP) located in Duval County. It serves 20 males, aged 13 to 19 years, for an average of 270 days. Correctional Services of Florida, Inc., operates the facility, while the Duval County School Board recently assumed control over the educational program. While teacher attrition has always been somewhat of an issue (out of eight previous teachers, two have stayed longer than one year), there have also been significant administrative and provider changes since 2000. There have been three education providers, three facility operators, four lead educators (plus one vacancy), and three program administrators. Currently, the lead educator serves as the sole teacher (and guidance/transition coordinator), with a class of 20 students. Communication and cooperation between educational and program staff and between the program and the school district are severely strained, and the repercussions of those strained relationships are reflected in Tiger Success's policies and practices, as well as in the overall school environment. Although the teacher employs a variety of instructional strategies and incorporates life skills training into regular lesson plans, deficiencies in the critical areas of resources, technology, community and business partnerships, vocational opportunities, reading and language arts curriculum, exit and aftercare services, and teacher recruitment and retention policies substantially restrict the educational opportunities afforded the students.

JoAnn Bridges Academy

JoAnn Bridges is a moderate-risk halfway house located in Madison County that serves 30 females. The students range in age from 13 to 18 years and tend to spend an average of 12 months in the program, although JoAnn Bridges' contract with Department of Juvenile Justice stipulates a maximum of six months. Most of the students are not local, but they generally come from the North Florida and Panhandle regions. Correctional Services Corporation (a for-profit organization) operates both the educational program and the facility, and there has been a series of staff turnovers similar to that at Tiger Success. In particular, although Correctional Services Corporation has been at JoAnn Bridges since the year after the program first opened in 1998 (at which time it had originally been intended to be an annex to the nearby all-male Greenville Hills

Academy), there has been very little stability among the lead educator, program administrator, and teachers; there have been five lead educators, at least four program administrator turnovers, and a series of teacher turnovers. Consequently, the current teachers have had very little experience at JoAnn Bridges specifically, and not much more experience in any other educational settings. In fact, the lead educator has no classroom teaching experience. Moreover, the teachers are generally not well qualified, and there is limited communication at the program or school district level. The program does not have a reading curriculum, ESE services, or vocational options for the youths. Resources and technology are inadequate, and there is no community involvement dedicated to the school. In addition, the constant teacher and staff attrition at the program has prevented students from benefiting from the required 250-day school year.

The Scoring Process

As previously mentioned, the on-site component of the case study process led to the belief that some of the visited programs were neither particularly high- nor particularly low performing. This possibility provoked the need for a standard scoring procedure for uniformly determining high- or low-performing program status. The basis for this scoring rubric is the literature reviewed in Chapter 6. Specifically, each area of best practices was divided into components, and each component was then sub-divided into observable and measurable indicators. Indicators could receive one of three possible scores: 0, meaning that the indicator was either absent or present to such a limited degree that it had no overall impact; 1, meaning that the indicator was present to a sufficient degree; and 2, meaning that the indicator was present to an outstanding degree. (A copy of the scoring rubric is provided in Appendix I.)

Based on the distribution of scores, the following criteria were used to distinguish between high-, low-, and average-performing programs. High-performing programs are those that meet two criteria: (1) more than 80% of the indicators are observable and common practice and (2) in at least one area of best practices, all indicators are observable and common practice. Low-performing programs have no area of best practices with all indicators scored as being observable and common practice, and less than 50% of all indicators are observable and in practice. Average programs fall between these two extremes with regard to percentages (50-80%), but as with the low performing programs, they do not have an area of best practices wherein all indicators are observable and common practices. Once placed within one of the three categories, programs were ranked according to their indicator score, which took into account scores of 2 (i.e., differences in quality as well as quantity). Table 7.3 provides the results of the scoring process.

Table 7.3: Description of Program Scores

Program	Indicator Score	# 0 Scores	# 2 Scores	# Components with all Indicators 1 or 2	# Best Practice Areas with all Indicators 1 or 2	% Indicators 1 or 2
High-Performing						
Dozier	79	6	26	18	3	90
Pinellas	75	3	19	19	3	95
Avon Park	69	3	13	20	5	95
Oaks	68	4	13	18	3	95
Pensacola	53	8	12	15	1	86
Mean Score	**69**	**5**	**17**	**18**	**3**	**92**
Average-Performing						
Eckerd	48	19	8	11	0	68
Vernon	46	16	3	12	0	73
Mean Score	**47**	**18**	**6**	**12**	**0**	**71**
Low-Performing						
Tiger	19	40	0	4	0	32
JoAnn	10	48	0	1	0	17
Mean Score	**15**	**44**	**0**	**3**	**0**	**25**

The programs in Table 7.3 are listed in descending order based on their indicator scores. As Table 7.3 illustrates, high-performing programs generally exhibit a substantially greater number of scores of 2 than do the average and low-performing programs, while the low-performing programs received a considerably greater number of scores of 0 than did the average and high-performing programs. Moreover, high-performing programs have a substantially greater number of best practice area components with perfect (i.e., 1 or 2) scores than do the average and low-performing programs. And, by definition, the

high-performing programs are the only ones with any areas of best practices exhibiting perfect indicator scores. This typology is employed in the following section, wherein the three program types are compared on the basis of the six best practice areas.

7.4 Case Study Results

In this section, the comparison between the high-performing demonstration sites and the average- and low-performing programs will be presented. Specifically, these programs are compared according to the six areas of best practices identified in Chapter 6: (1) school environment; (2) resources and community partnerships; (3) assessments, diagnostics, and guidance; (4) exit and aftercare services; (5) curriculum and instruction; and (6) educational personnel and teachers.

School Environment

Of all the best practice areas, school environment has proven to be the anomaly. In particular, as illustrated in Table 7.4-1 below, although the high-performing and average programs both scored considerably higher than the low-performing programs, the average programs exhibited a slightly higher overall score than did the high-performing programs.

Table 7.4-1: School Environment Scores by Program Type*

COMPONENTS	Program Type *(N)*		
	High *(5)*	**Average** *(2)*	**Low** *(2)*
Communal Organization	1.2	0.8	0.2
Student Bonding	1.1	1.0	0.6
Inclusive Environment	1.0	1.0	0.5
Appropriate Class Size	1.2	1.0	0.0
Student and Parent Policy	0.9	1.75	0.0
OVERALL	**1.08**	**1.11**	**0.26**

* The numbers in this table and the remaining tables in this chapter represent the raw indicator scores (range 0-2) averaged for each of the three program types.

As can be seen in the Student and Parent Policy row, however, the high overall score for the average programs can be explained by their relatively better performance in this indicator. Specifically, Eckerd IHH and Vernon Place not only solicit parent and student participation to a greater extent than the other programs, but also make more accommodations to facilitate parent involvement. While most programs received a score of 1 because they offer conference calls for individual educational plan (IEP) and transition planning meetings when the parent is unable to attend, Eckerd IHH earned a 2 because it provides transportation for parents to the program, and Vernon Place received a 2 because it assists with transporting parents to and from the facility and accepts collect calls from parents.

For the remainder of the School Environment components, the high-performing programs generally scored higher than the average programs, while the average programs consistently scored higher than the low-performing programs. Within the Communal Organization component, all programs received at least a 1 in the Teacher Satisfaction indicator, and two received scores of 2. At Pinellas Boot Camp, one of the programs that scored a 2 in this indicator, one academic teacher reported, "[This] DJJ [Department of Juvenile Justice] school is a pleasant, rewarding site in which to work. We are successful because across the board there are high expectations, encouragement and support, and consistency and routine." However, several programs received a 0 for "Education is Number One" due to their greater emphasis on treatment over academics. On the other hand, some programs received scores of 2 in this indicator. Another academic instructor at Pinellas Boot Camp, for example, explained, "Excellent support is provided by the Juvenile Justice staff to the educational department. We have an environment where 'education is #1' and all students know they will succeed if they work hard. They all work hard and show improvement." While the low-performing programs typically received scores of 0 in the remaining Communal Organization indicators, the high-performing and average programs exhibited more of the best practices found in the literature and to a greater extent than did the low-performing programs. For example, Pinellas Boot Camp received several scores of 2 because their education, custody, and care staff all demonstrate that education is their first priority; communication between the three departments (i.e., education, custody, and treatment) is open, honest and meaningful; the teachers all agree that their administrators are effective leaders who treat them with respect and provide them with the materials necessary to be effective in the classroom.

The programs differed only slightly with regard to the remaining components (i.e., Student Bonding, Inclusive Environment, and Appropriate Class Size). Across most programs, the students generally reported low-performing relationships with teachers and unfair behavior management practices, but stated that the programs tend to foster positive perceptions of their peers. For example, a student at one of the lower performing programs said that, if given the chance, the one thing she would like to change about the program would be "the rules and nasty attitude they [staff/teachers] have." Other students reported that the teachers "treat me like a criminal," "try to set me up to get in trouble," etc. On the other hand, students at the high-performing programs frequently explained that their attachment to school had returned or strengthened during their stay. An Oaks Halfway House student, for instance, wrote, "This school has actually made me want to learn and to go back to get my GED and possibly go to college, thanks to all the teachers," while a student at Pensacola Boys Base reported that he had "increased his vocabulary and [that] this school has [given] me hope of graduating from college." A Pinellas Boot Camp student explained, "I have come so far in education. I give credit to the teachers, but for the most part, [it] is because I have begun to care about my education once more and I feel that is the key to my success here." Additionally, the high-performing programs generally offered more opportunities for success and incentives for academic achievement than did the other programs, while the average programs'

emphasis on group treatment appears to be more effective in promoting positive perceptions of peers.

Most programs have inclusive environments, although JoAnn Bridges received a 0 for this component because it segregates the high school ESE students from their same-age peers and places them with the middle school ESE and general education students. Similarly, most programs earned a score of 1 for the Appropriate Class Size component. Dozier, however, received a 2 because the remedial reading class has a reduced student-teacher ratio, and Tiger Success Center received a 0 because there is only one classroom, 20 students, and one teacher (and no teacher aide). The students themselves often expressed dissatisfaction with the classroom organizational structure at the lower-performing programs; for example, the comment, "6, 7, 8, 9, 10, 11, and 12 graders are all in one class [and] that's bad" suggests that the class size and/or organizational structure at this particular program may not be reflective of student needs or subject area demands.

Resources and Community Partnerships

Table 7.4-2 presents the results for resources and community partnerships. As expected, high-performing programs scored higher than average-performing programs, and both high and average programs scored higher than low-performing programs.

Table 7.4-2: Resources and Community Partnership Scores by Program Type

COMPONENTS	Program Type *(N)*		
	High *(5)*	**Average** *(2)*	**Low** *(2)*
Adequate Learning Materials	1.4	0.5	0.13
Community/Business Involvement	1.2	0.1	0.0
Collaborative Relationships with Relevant Agencies	1.4	1.0	0.0
OVERALL	**1.33**	**0.53**	**0.04**

High-performing programs have an overall higher score for Adequate Learning Materials because all programs of this type scored at least a 1 for each indicator, while three high-performing programs received multiple scores of 2. Dozier and Pensacola Boys Base, for example, demonstrated superiority because they have libraries containing several thousand up-to-date and age-appropriate books, periodicals, educational videos, computers, and reference materials. Several teachers at Dozier also have libraries within their classrooms. Also, Dozier and Oaks Halfway House have computers for every student, with an extensive amount of academic software programs, and teachers and administrators at those programs have access to an on-site electronic student information network.

Similarly, the high-performing programs scored higher than the average and low-performing programs for Community/Business Involvement and Collaborative Relationships with Relevant Agencies, and average programs had a higher score than low-performing programs for these two components. For instance, Avon Park and Pensacola Boys Base received scores of 2 for most of the indicators for these components. Specifically, students at Pensacola Boys Base have extensive opportunities to volunteer in their community for projects such as Habitat for Humanity and Relay for Life. Avon Park received a score of 2 for all indicators within the Community/Business Involvement component because its vocational curriculum allows students to receive actual work experience through volunteer work with local businesses and maintenance of the facility grounds. Moreover, some students are given the opportunity to work off site with a local business, and all students are provided employment after their release. One caveat worth mentioning is that Dozier, Vernon Place, and Tiger Success are high-risk facilities that do not allow their students to leave the facility, which severely limits their community involvement and outside work experience. Their lower scores are thus more the result of the facilities' risk level than their lack of effort.

Assessments, Diagnostics, and Guidance

Table 7.4-3 shows that high and average programs essentially scored the same in this area of best practices, whereas low-performing performing programs scored substantially lower. This dichotomy can largely be explained by the fact that low-performing programs demonstrated deficiencies in their assessment processes and in individualizing student plans.

Table 7.4-3: Assessments, Diagnostics, and Guidance Scores by Program Type

COMPONENTS	Program Type *(N)*		
	High *(5)*	**Average** *(2)*	**Low** *(2)*
Rigorous Assessment Process	1.1	1.0	0.1
Individualized Student Plans	1.6	1.5	0.5
Continual Monitoring of Student Progress	1.2	0.9	0.4
OVERALL	**1.3**	**1.13**	**0.33**

In particular, as Table 7.4.3 illustrates, the low-performing programs failed to use a variety of professionals for assessments (e.g., educational staff, ESE specialist, psychologist) or a multi-method assessment approach (e.g., curriculum-based, informal, norm-referenced), and did they did not assess incoming students in a variety of areas (e.g., academic, vocational, social). Additionally, the high and average programs use the results of these entry assessments to develop individual academic plans (IAPs) and IEPs, while there was much less evidence of this practice within the low-performing programs. For example, a student at one of the low-performing programs explained, "I do not learn. They have not called my school yet so I can start school [here]. I would like to get help on read[ing]. I would like to learn to read. Please help." In contrast, a student at Dozier

wrote, "It helps me with all types of things I didn't know," suggesting that Dozier's educational staff used the results of his entry assessments to design a curriculum that would address his specific needs, while the low-performing performing program had not even created an IAP or IEP for this particular student.

On the other hand, there is much less of a difference between the high and average programs' scores in regard to these two components. Most programs scored a 1 for both Rigorous Assessment Process and Individualized Student Plans; however, Dozier earned a 2 for both components because it has a diagnostic specialist in charge of pre- and post-testing, as well as a designated testing center. Students are placed in classrooms according to their assessment results, and some teachers use additional assessments that they develop on their own.

Most high- and average-performing programs give students progress reports every nine weeks as a means of providing them with feedback. Teachers at Pinellas Boot Camp also keep students informed of their progress by grading tests and assignments quickly and including comments on everything they return. Additionally, Oaks IHH has computer software that allows students to progress through lessons at their own pace, and student progress is posted daily on the computer. Teachers can also monitor student progress through the computer network, so that students can get prompt feedback from a variety of sources. Furthermore, if a student at Dozier earns credits at a quicker pace than others within his assigned classroom, he has the opportunity to progress to the next level rather than having his initial academic plan hinder his credit recovery. An Oaks Halfway House student, for example, explained his progress thus: "I just wanted to let you know how much the teachers helped me. I came in here in the 8th grade [failing], and brought my grades up and went to the 9th [grade]." Similarly, a Pinellas Boot Camp student wrote that, "I went from a 6th grade reading level to an 11th [grade reading level] in just 6 months." In contrast, a student at a low-performing program said, "We're basically reading from a text book, putting whatever answer down, and passing. No learning anything and besides that, we're retaking courses we already have credit for."

Exit and Aftercare Services

The sampled programs generally appear to be the weakest in providing exit and aftercare services. As demonstrated in Table 7.4-4, no program type received an overall score greater than 1. Nevertheless, high programs still received the highest scores, while average programs scored higher than the low-performing programs.

Table 7.4-4: Exit and Aftercare Services Scores by Program Type

COMPONENTS	Program Type (N)		
	High *(5)*	Average *(2)*	Low *(2)*
Exit Plan Designed and Initiated Upon Student Entry	1.25	1.0	0.5
Assistance with Transition Back to the Community	1.0	0.5	0.0
Community-Based Aftercare Program	0.7	0.3	0.0
OVERALL	**0.98**	**0.58**	**0.17**

As seen in Table 7.4-4, most programs experienced little difficulty in designing and initiating student exit plans upon student entry. However, Dozier and Pinellas Boot Camp were unique in that their students' exit portfolios require more than the basic assessment scores, grades, certificates, and diplomas. Dozier, for example, includes additional information on community colleges, applications, facility contact information, and other items that might be of assistance when students return to their communities. Pinellas Boot Camp, moreover, requires students to write essays pertaining to their personal transformation throughout the duration of their stay at the program, which includes an autobiographical account of their experience, a letter home, a victim letter of apology, and future goals.

Pinellas Boot Camp and Avon Park were the only programs to achieve a score of 2 in any of the remaining indicators. In particular, Avon Park excels at providing assistance with transition back to the community, and both programs have exceptional community-based aftercare programs. For example, prior to their exit, students at Avon Park are allowed a three-day transitional home visit, during which time they establish goals and make concrete plans regarding, at minimum, employment. Once they return to the facility, students take part in a two-week exit conference, during which they announce their final plans for after they leave. The students then meet with the aftercare counselor who will be assigned to them for a period of 12 months following release. These counselors meet with the students and their parents regularly, provide financial support for vocational or educational materials and any household items, assist the student with transportation, and meet with students individually or in groups for lunch and other fun activities. Alternatively, Pinellas Boot Camp offers a conditional release program that gives students the opportunity to attend the alternative high school across the street while living at the program. With this practice in place, transition becomes a more gradual process, allowing students to more easily adjust to a community environment while retaining the skills and sense of responsibility they have learned and developed at the program.

Curriculum and Instruction

In this area of best practices, the high programs exhibited noticeably higher scores than the average and low-performing programs. As Table 7.4-5 illustrates, with the exception of the Holistic Curriculum component, the high programs scored almost twice as high as the average and low-performing programs.

Table 7.4-5: Curriculum and Instruction Scores by Program Type

COMPONENTS	Program Type *(N)*		
	High *(5)*	**Average** *(2)*	**Low** *(2)*
Individualized Curriculum	1.3	0.3	0.3
Holistic Curriculum	0.8	1.0	1.0
Emphasis on Reading, Writing, and Speech	1.5	0.3	0.0
Various Instructional Strategies	1.5	0.8	0.3
OVERALL	**1.28**	**0.58**	**0.4**

Table 7.4-5 demonstrates that the high-performing programs exhibited individualized curricula to a much greater extent than the average and low-performing programs. Dozier, for example, conducts a series of entry assessments for all students to determine class placement, and some of the classroom teachers conduct their own additional assessments to get an even more precise idea of the students' ability levels and interests. Similarly, Oaks Halfway House has computer software that tailors students' lessons to their academic needs. In addition, all of the high-performing programs provide meaning-based feedback, and all but one of them provide credit recovery programs. For instance, the teachers at Pinellas Boot Camp individualize the curricula of slower learners by adding in study guides and other additional lessons, whereas the more advanced students receive more complex assignments and fewer additional tasks. A Pinellas Boot Camp student, for example, explained, "I like the way you can go at your own pace because in Math, I would still be doing Algebra IA instead of what I am doing now: Algebra IB." Conversely, a student at a low-performing performing program wrote, "I feel I'm going to be behind in my work. I'm going to get out and be under grade level. I feel this school is holding me back," while a student at an average program would prefer that "if a person is old enough, they can work on [their] GED. They don't have to wait until they get on transition."

As opposed to the other components in this area of best practices, the high-performing programs scored lower than the average and low-performing programs in the Holistic Curriculum component, which can be explained by their general lack of rigorous life skills and problem solving skills training in regular classroom lesson plans. Tiger Success Center, for example, received a 1 for this indicator because the teacher encourages group and partner work so that his students can learn social and anger management skills; he also selects topics from the daily newspaper (e.g., taxes, government) to integrate throughout the daily lesson plan. Were it not for this deficiency

among many of the high-performing programs, the strength of most of their vocational programs (reflected in the Well-Rounded indicator) would have created a different picture. Specifically, Dozier and Avon Park offer a wide range of vocational options, as well as extensive hands-on training. Avon Park, for example, allows its students to choose among the following vocations: digital publishing, horticulture, automotive service, culinary arts, flooring installation, computer-assisted design (CAD), carpentry, plumbing, electrical, landscaping, masonry, and building construction technology. Dozier, on the other hand, offers fewer selections (i.e., building construction, horticulture and agriculture sales and service, masonry, auto mechanics, and FETCH, a dog training vocational work experience program), but its vocational instructors require students to demonstrate mastery of shop safety and the fundamentals of their chosen occupation before beginning actual hands-on training.

The high-performing programs also appeared to have a much stronger emphasis on reading, writing, and speech than the average and low-performing programs. An Avon Park academic teacher, for instance, explained, "I enjoy using the tests of instructors to enhance the education of our students. I create [activities] for the instructor to use…Not only does this type of activity connect 'education' with the trade being learned – it also is an outstanding tool for developing critical thinking skills and comprehension. So, as students learn new vocabulary associated with their trade, they are able to grasp the idea that learning *can* be fun." Alternatively, Pinellas Boot Camp requires each student to develop and maintain a personal portfolio, which consists of introspective narratives detailing what he has learned throughout his experience in the program. This portfolio includes not only life skills training, but also forces the student to meticulously document his progress in each core academic subject and formally present the completed version to the graduation assembly at the end of his stay. Dozier, on the other hand, excels with respect to its strong focus on these skills throughout the regular lesson plans. Indeed, even the vocational instructors insist that students demonstrate perfect understanding of the subject material in the classroom before they can begin their hands-on instruction. A teacher at a low-performing program, in contrast, stated, "I have…experienced difficulty with developing a reading curriculum."

The high-performing programs also offer their students a much more diverse supply of instructional strategies than do the average and low-performing programs. For example, teachers at Pinellas Boot Camp were observed engaging their students in research projects, computer activities, creative writing assignments, student presentations, educational videos, discussions, peer tutoring, small group assignments, and more. Similarly, Dozier provides computer-assisted tutorial, remedial and literacy instruction, intensive reading and math courses, remedial reading and math courses, small group instruction, individual instruction, peer tutoring, thematic units, hands-on projects, games, etc. In contrast, teachers at one of the low-performing programs were observed providing no real instruction; rather, students sat at their desks working independently on workbook assignments while the teachers sat at their desks.

Educational Personnel and Teachers

Although the previous best practice areas are clearly important, educational personnel and teachers may be the most critical factor in distinguishing between the three program types. While the numbers presented in Table 7.4-6 indicate that the teachers and educational staff at the high-performing programs are indeed better trained and more experienced, they may not adequately reflect how some of these specific practices combine to create a stable and pleasant working environment.

Table 7.4-6: Educational Personnel and Teachers Scores by Program Type

COMPONENTS	Program Type *(N)*		
	High *(5)*	**Average** *(2)*	**Low** *(2)*
Teacher Certification	1.6	0.8	0.3
Teaching Experience	1.6	1.5	0.5
Well-Designed Recruitment and Retention Practices	1.4	0.5	0.0
Teacher Training and Preparation	1.1	1.0	0.0
OVERALL	**1.43**	**0.94**	**0.19**

More teachers at the high-performing programs are certified–and also teach in their areas of certification to a much greater extent–than the teachers at the average and low-performing programs. In fact, students at one of the low-performing programs described the effect of teacher certification on their educations; for example, one explained that, if she could, she would change, "the teachers. I would make sure that one of the three teachers majored in English, and one in math, so they know what they are doing." Another student said, "I'm tired of wanting help and they don't know, and [it] takes them forever to figure it out. I want a teacher that can be like 'okay, this is how you do it.'" Although the teachers at the three program types tend to have a similar number of years of teaching experience (15 years being the average for all three program types), the teachers at the high-performing programs have had more experience teaching at their particular program. Specifically, the average teacher in the high-performing programs has been at his or her school for six years (with a range of 8-324 months), while the average teacher in the average performing programs has been there for four years (with a range of 8-120 months), and the average teacher in the low- performing programs has been there for less than a year (with a range of 1-13 months).

This difference in educational staff stability may partly reflect the differing recruitment and retention policies among the three program types. While the administrators at the low-performing and average programs typically recruit teachers simply by placing an ad in a local newspaper or on an educational website, high-performing program administrators have a much more rigorous process for acquiring highly qualified teachers. For example, Avon Park generally promotes from within and pays for additional training so that general staff members can become paraprofessionals, receive training, and eventually become certified teachers. Additionally, Avon Park only hires vocational

instructors who have at least six years of experience in their field. Dozier has a different recruitment philosophy. Dozier's lead educator looks for compatibility when seeking a new teacher. Specifically, he attempts to hire only those certified teachers whose personalities and teaching strategies are compatible with the program. Moreover, Dozier also offers a mentoring program wherein a new teacher is paired with a more experienced teacher for approximately one year. The high-performing programs also appear to provide more teacher support, both in the form of tangible resources (e.g., supply money, classroom space) and intangible assets (e.g., encouragement, educational opportunities). For example, high-performing programs offer a diverse range of professional development opportunities, including training in such areas as multicultural education, dropout prevention, ESE, English speakers of other languages (ESOL), reading comprehension, career planning, educational technology, online college reading courses, etc. Average and low-performing programs, on the other hand, offer more limited teacher training and professional development opportunities. (Refer to Chapter 5 for a more detailed discussion of teacher quality.)

Section Summary

Table 7.4-7 below summarizes the results from the previous subsections by averaging the best practice component scores for each of the six best practice areas by each of the three program types.

Table 7.4-7: Best Practice Score Summary by Program Type

BEST PRACTICE AREAS	Program Type *(N)*		
	High *(5)*	**Average** *(2)*	**Low** *(2)*
School Environment	1.08	1.11	0.26
Resources and Community Partnerships	1.33	0.53	0.04
Assessments, Diagnostics, and Guidance	1.3	1.13	0.33
Exit and Aftercare Services	0.98	0.58	0.17
Curriculum and Instruction	1.28	0.58	0.4
Educational Personnel and Teachers	1.43	0.94	0.19
OVERALL	**1.23**	**0.81**	**0.23**

As illustrated in Table 7.4-7, the three program types differ considerably in several of the best practice areas, with high-performing programs generally scoring higher than the average and low-performing programs, and the average programs scoring higher than the low-performing programs. In particular, the most substantial differences in the quality and quantity of best practices between the high, average, and low performing programs are in the areas of Resources and Community Partnerships; Curriculum and Instruction; and Educational Personnel and Teachers, respectively. This trend of decreasing best practice area scores as one moves from high to average and then to low-performing

programs is also apparent in the areas of Exit and Aftercare Services and Assessments, Diagnostics, and Guidance. The one exception to this pattern is in the area of School Environment, where the average programs scored slightly higher than the high-performing programs. Overall, however, the high-performing programs exhibited a greater quantity of best practices, as well as more innovative approaches to their implementation. They also evidence greater program-wide dedication to the maintenance of these practices and an extension of some of these policies and services beyond what the literature recommends. Thus, it appears that the average and, in particular, the low-performing programs would certainly benefit from visiting these high-performing programs, a possibility that will be realized in upcoming years through the establishment of demonstration sites.

7.5 Summary Discussion

This chapter was designed to answer three general research questions regarding differences in the implementation and maintenance of best practices across the three program types: (1) *to what degree do the programs as a whole exhibit and incorporate the best practices identified in the literature*?; (2) *what are the specific differences in program practices and processes for high- versus average- and low-performing programs*?; and (3) *what specific program processes appear to be related to best practices*?   In sum, these differences are substantial.

First, it is clear that the programs as a whole exhibit and incorporate the identified best practices to varying degrees. Specifically–and to answer the second research question– high and average programs exhibit a greater *quantity* of best practices than do low-performing programs. High-performing programs also generally exhibit a greater *quality* of best practice implementation than do either the average or low-performing programs. These qualitative differences are most apparent in the areas of Resources and Community Partnerships, Curriculum and Instruction, and Educational Personnel and Teachers. Another important difference was in the area of Exit and Aftercare Services, although this difference was obscured when the individual program scores were averaged for each of the three program types. Specifically, only Pinellas Boot Camp and Avon Park exhibited strong exit and aftercare services.

One of the most salient findings from these case studies, however, was not captured in the scoring rubric: stability among program providers, administrators, and educational staff appears to decrease as one moves from the high-performing programs to the average and then low-performing programs. The low-performing programs have experienced a series of provider and personnel turnover, which appears to have impacted their ability to implement and maintain an adequate amount of best practices. While the direction of the causal relationship between stability and number of best practices is not necessarily clear from these results, it is abundantly clear that these variables are strongly correlated. For example, high attrition rates among the low-performing programs have, in all likelihood, negatively affected their communal organization, particularly communication and cooperation at the program level (i.e., between education, custody, and care staff) and at

the school district level (i.e., between the program and school district). This lack of communal organization, in turn, seems to have resulted in a less open, honest, and pleasant working environment (which may then generate a cyclical effect by reinforcing the programs' propensities toward high attrition rates). In a similar way, high attrition rates at the program level may also adversely affect other best practice areas, such as Assessments, Diagnostics, and Guidance, for example, as constant turnovers may hinder the ability of the program to maintain a rigorous entry assessment process. Essentially, the extent of the ramifications of high turnover rates is unknown, but it is clear that the overall impact is decidedly negative.

Thus, the third research question–*what specific program processes appear to be related to best practices?*–is partially answered by the issues of stability and attrition. In addition, efforts to overcome geographic isolation and security level problems by actively seeking community and local business partnerships also appear to be related to best practices. In particular, despite Dozier's classification as a high-risk facility, the lead educator and program administrator have succeeded in acquiring a wide variety of community and business partnerships, which have provided their students with invaluable work experience and ties to the community. Moreover, these partnerships and community ties have also resulted in abundant learning resources, such as libraries, vocational training equipment, and computer labs. While the pursuit of extra funding opportunities is not among the best practices identified in Chapter 6, it should be considered given the benefits of additional funding for the students and staff alike.

Another key program process appears to be a strong emphasis on reading, writing, and speech. As Chapter 6 explained, the average juvenile justice student is severely lacking in these skills, and only the high-performing programs demonstrated a commitment to improving the language arts and reading abilities of their students. Consequently, the results suggest that a curriculum that emphasizes these skills is strongly related to program performance (while Chapter 6 concluded that such a curriculum is strongly related to desistance from delinquency following release). The high-performing programs generally have highly qualified and experienced reading teachers and/or reading and speech specialists who ensure that the programs have strong reading curricula, abundant reading materials, and the ability to tailor their lesson plans to the specific needs of their students. While this is reflective of the amount of resources the programs have (which is, in turn, reflective of community ties and funding opportunities), it also reflects teacher quality and a program-wide dedication to reading and language arts. Individualized curricula also played a large role in distinguishing the high-performing programs from the average and low-performing performing programs. The high-performing programs demonstrated several ways this can be done, even in a classroom containing students of varying ability levels. Assignments with differing difficulty levels was one approach, while specifically tailored computer programs and self-paced curricula were others.

In the area of Teachers and Educational Personnel, the high-performing programs again offer solutions to legal requirements. For example, while Avon Park only hires certified vocational instructors, it has developed a process of hiring its academic teachers from

within and assisting with their certification process so that by the time the employee reaches the classroom, he or she is professionally certified. Dozier's efforts to hire educational staff whose personalities and teaching behaviors appear to be compatible with the established standards and school environment have also proved to be successful processes of recruiting and retaining quality teachers. Moreover, the high-performing programs also have lengthy and comprehensive teacher induction and training processes that are lacking in the average and low-performing programs. Mentors and wide varieties of professional development opportunities, along with administrative encouragement and support, clearly facilitate new teachers' positive initial entry and later experiences within the programs.

Exit and aftercare services are also a strong distinguishing feature of the high-performing program category, Pinellas Boot Camp and Avon Park in particular. While the existing empirical literature on best practices strongly endorses the provision of such services, by and large, the sample failed to exhibit such a component to their programs. Pinellas Boot Camp was able to do so, first by a program-wide recognition of the need for aftercare services, and second by establishing cooperative agreements with nearby public schools. Avon Park sought a federal grant and consequently gained a partnership with Street Smart, which currently provides a wide range of exit and aftercare services.

The larger purpose of the case studies presented here has to do with the selection, responsibilities, and potential benefits of demonstration sites. First, the demonstration sites will have several responsibilities, including maintaining high QA scores, providing technical assistance to programs, allowing other programs and persons to visit, presenting at conferences, agreeing to be featured in JJEEP's website and Annual Report, and having program representatives serve as peer reviewers in JJEEP's QA process. Once the demonstration sites have been formally established as such, the lower performing programs may access them directly through phone calls, the Internet (depending on the specific demonstration site), and pre-arranged on-site visits. The criteria for becoming a demonstration site are discussed in relation to the best practices scoring rubric in Section 7.3. Specifically, these criteria are: (1) 80% or more of the indicators are observable and common practice, and (2) in at least one area of best practices, all indicators are observable and common practice.

Given the substantially lower scores for the average and low-performing programs, it appears that they would certainly benefit from visiting these high-performing programs, a possibility that will be realized in upcoming years through the establishment of demonstration sites. A second benefit of the demonstration sites will be the use of the resulting empirical case study results to inform the QA process. In particular, JJEEP will use this information to revise and update the QA standards, as needed.

Moreover, JJEEP has additional plans for future case study and demonstration site research. First, JJEEP will continue to update the literature review with any new empirical evidence regarding best practices in juvenile justice education. Second, JJEEP plans to continue studying residential programs in 2006 and then expand its focus to include detention and day treatment programs by 2007. Third, JJEEP will endeavor to

locate a more representative sample of programs during 2006. Specifically, JJEEP will be looking for a female-student demonstration site; possible low and maximum risk high- and low-performing programs; and low-performing programs with maximum capacities exceeding 100 (recall that the two low-performing programs reviewed in 2005 had maximum capacities of 20 and 30). Finally, JJEEP plans to formally designate the high-performing programs presented in this chapter as demonstration sites and then report on the experiences of these sites and their visitors in the 2006 Annual Report.

In conclusion, the case study project is an ongoing project that continually needs refining and updating, yet the benefits of this project are potentially enormous. The case studies provide much needed current empirical evidence of not only best practices, but also the processes through which these programs implement and maintain them, using both quantitative and qualitative data. Moreover, the potential for the demonstration sites to ultimately aid in improving the performance of the lower performing programs could serve to raise the quality of juvenile justice education throughout the State of Florida.

CHAPTER 8
PREDICTING POST-RELEASE ACADEMIC ACHIEVEMENT

8.1 Introduction

A large body of research has investigated the relationship between school performance and delinquency. Some of this research has argued that post-release academic achievement has a substantive effect on community reintegration outcomes (Jacobs, 1990; Kahn & Chambers, 1991). Before establishing the link between school performance and post-release transition, however, it is critical to understand what factors–while incarcerated–are related to delinquents' academic achievement following release. Knowing the correlates of delinquents' post-release academic achievement will assist policymakers and practitioners in providing quality education to incarcerated youths. This, in turn, may help prevent subsequent delinquent behavior and contribute to successful reintegration into the community.

Individual and program level characteristics have an important effect on post-release academic achievement. This chapter uses a sample of Florida's residential facilities to assess the impact of program-level (e.g., security level and facility size) and individual-level characteristics (e.g., academic achievement and gender) on the post-release academic achievement of incarcerated youths. More specifically, this chapter addresses three research questions. First, *is there a significant variation in average academic achievement across different residential facilities*? Second, *what is the impact of program level attributes–such as quality of education, size, security level, and provider status–on post-release academic achievement, when controlling for the academic gains while incarcerated*? Finally, *what is the impact of academic achievement during incarceration on the academic success of youths following their release?*

The remainder of this chapter is comprised of four subsequent sections. Section 8.2 provides a brief review of the literature on individual- and school-level correlates of academic achievement. Section 8.3 describes the data and methods employed. The results of the analysis are reported in Section 8.4, and Section 8.5 concludes the chapter with a discussion of the findings and their implications for juvenile justice education research and policy.

8.2 Literature Review

Studies repeatedly indicate that recidivism rates for incarcerated juvenile offenders are high (Dembo, Schmeidler, Nini-Gough, and Manning 1998; Dembo, Turner, Schmeidler, Sue, Borden, and Manning 1998; U.S. Department of Justice, 1983; U.S. Department of Justice,

1987; Visher, Lattimore, and Linster, 1991). As a measure of social control, poor academic achievement has been established as a risk factor for delinquency/recidivism. Watt, Howells, & Delfabbro (2004) reviewed previous prediction studies of juvenile recidivism within the framework of criminal propensity, social control, and social learning theories and found that these studies have mostly produced results consistent with social control theory. Juvenile offenders who perform well at school are more likely to desist from future criminal offending behavior.

Further, research underscores poor educational performance as an important risk factor for juvenile recidivism. For example, previous studies found that juvenile offenders who had higher levels of academic achievement in reading, writing, and mathematics were less likely to continue delinquency than those with lower levels of school achievement (Duncan, Kennedy, & Patrick, 1995; Ilacqua, Coulson, Lombardo 1999; Katsiyannis & Archwamety, 1997, 1999; Niarhos & Roth, 1997). Conversely, Spellacy and Brown (1984) found that *improvement* in academic achievement decreases the likelihood of recidivism. Moreover, other studies have found that improved academic achievement while incarcerated increases the likelihood of juvenile delinquents returning to school following release. These studies conclude that being enrolled in school is negatively associated with the likelihood of recidivism (Jacobs, 1990; Kahn & Chambers, 1991). Furthermore, researchers in this field have found that many delinquents recognize that they are making considerable academic progress within these facilities.

Accordingly, academic educational services have been identified as a major component of rehabilitative programming for incarcerated youths (Office of Juvenile Justice and Delinquency Prevention (OJJDP)), 1994). Unlike public school systems, however, educational programs in correctional facilities clearly serve a distinct student population that poses several impediments to juvenile justice educators. First, as previously discussed, most delinquents are academic underachievers and suffer from academic failure in the traditional public school systems prior to their enrollment in juvenile justice facilities (e.g., Hirschi & Hindelang, 1977; Ouston, 1984; Rutter & Madge, 1976; Wang, Blomberg, & Li, 2005). Second, the proportion of students with disabilities in juvenile justice schools is substantially greater than that in regular schools (e.g., Burrell & Warboys, 2000; Doren, 1996; Fink, 1990; Murphy, 1986; Quinn, Rutherford, & Leone, 2001; Reilly, Wheeler, & Etlinger, 1985; Richey & Willis, 1982; Robinson & Rapport, 1999; Smykla & Willis, 1981; Wang, Blomberg, & Li, 2005; Zabel & Nigro, 1999).

Third, the need for security within educational programs at correctional facilities poses a challenge for juvenile justice education. In Florida, delinquents are assigned to correctional facilities at different security levels according to their offense and prior record. Juvenile delinquents incarcerated in high-security facilities are predominately violent offenders or persistent property offenders who require more intense security in correctional facilities, which, in turn, presents an additional barrier to the provision of quality educational services. For example, teachers must be alert at all times regarding security issues and the inappropriate use of instructional materials by students (Pasternack, Portillos, & Hoff, 1988).

Despite these challenges, Pasternack, Portillos, & Hoff (1988) assert that juvenile delinquents can make significant academic progress while incarcerated. For example, Pasternack and colleagues' (1988) data from the New Mexico Boys' School indicate that students increased their achievement test scores by approximately one letter grade while attending these programs between six and nine months. Similarly, other studies have found that 15%-30% of incarcerated youths obtained their diplomas in juvenile justice facilities (LeBlanc, Pfannenstiel, and Tashjian 1991; Pasternack, Portillos, and Hoff, 1988). Likewise, after investigating the effect of incarceration and the duration of incarceration on academic achievement for learning disabled juvenile delinquents, Ball, Parker, and Saunders (1982) discovered that incarceration increases academic achievement (measured by dividing the test score on each area by the number of months/years in pre-incarceration education and the same operation for during incarceration on the test of Comprehensive Test of Basic Skills [CTBS]). They also found that pre-incarceration achievement is significantly different from those realized during incarceration.

Other researchers have examined academic achievement while incarcerated with regard to specific student- or program-level predictive factors, such as offender age and provider type. Susswein (2000), for instance, reported that improvements in reading and other academic areas while incarcerated had a greater impact on the recidivism of younger inmates than older ones. Kronick (1993), on the other hand, found that–although the private sector is an alternative for providing services to delinquent youths–it does not provide services superior to those delivered by public programs; he also suggested that education as a mode of prevention be given more weight.

Nevertheless, Foley (2001) noted that research examining educational programs within correctional facilities has generally been limited to surveys and isolated studies of individual program components, thus failing to provide an adequate base with which to guide program development and improvement efforts. Using data obtained from Florida Department of Education (FLDOE), the current study addresses this limitation by investigating the post-release academic achievement of a sample of delinquents following their incarceration in Florida juvenile justice facilities. Further, school characteristics are incorporated to assess the impact of school-level variables on academic achievement, while student-level factors are also included for the same reason. Ultimately, the goal of this study is to identify research-validated program practices that are likely to lead to successful rehabilitation and community reintegration. In particular, this chapter argues that the quality of education received in juvenile justice schools will have a significant impact on the future academic success of students. The quality of education can be measured at both the individual and program levels. At the individual level, higher academic achievement should increase the likelihood of a student's success after returning to public school. At the program level, if desirable educational practices are integrated, students' odds for future academic success should increase.

8.3 Data and Methods

The main data source for this analysis is the Florida Department of Education (FLDOE) Survey 5. These data have been used extensively in the numerous research projects conducted by JJEEP (see Appendix D for a description of FLDOE data and its use for different projects). In this chapter, a combined cohort file–including the youths released from any DJJ residential commitment program during fiscal years 2000-01 and 2001-02–is used as the base data file (see Chapter 9 of this report for a description of the combined cohort file). The transcript files from Survey 5 are matched to this file to complete the research dataset. This dataset includes demographics, attendance records, courses, and grades for each youth within the combined cohort.

The methodology employed in this analysis creates two distinct measures of academic achievement. These two measures–Grade Point Average (GPA) and the number of highest (A) and lowest (F) letter grades–are calculated at three points in time: pre-incarceration, during incarceration and post-release. A maximum of one year is used to obtain pre-incarceration and post-release academic achievement data. To calculate the GPA and letter grades at these three points, information was obtained from both the attendance and transcript files. The records in the attendance file are used as the primary source for information regarding entry and release dates from different schools. When this information was missing, indicators in the transcript file were used to provide timelines for semesters and school year.

Both academic achievement measures are calculated for all credit-bearing courses. Since the transcript file contained numerous duplicate records for courses as a result of multiple reporting, the following method was used to clean the data. When multiple records existed, the grade reported by the school in which the credit was earned was retained; however, when two different grades–one of them being a failing grade–were reported by the same school, the higher grade was chosen as it was assumed that the youths had retaken the course. When two grades were reported for the same course–and when the reporting school was different from the school in which the credit was earned–the most recent grade was chosen.

Ultimately, the sample was comprised of 1,276 juvenile justice students in 97 residential programs. This sample size is significantly smaller than the 9,698 students in the combined cohorts (presented in Chapter 9). This is expected, as finding accurate figures for a student at three different time points is difficult. Additionally, because only credit-bearing courses are used, more cases were eliminated from the combined cohort file. Finally, to meet the requirements of the statistical model used for analysis (which are described below), schools with less than eight students were eliminated from the sample.

In regard to the outcome measure, the use of functional curriculum-based measures of academic achievement may provide descriptive profiles of students' academic performance necessary for developing quality educational programs (Foley, 2001; Meisel, Henderson, Cohen, Leone, 1998). Multiple curriculum-based measures of academic achievement– including GPA and number of courses with 'F' and number of courses with 'A'–were used. In addition to the measures of academic achievement, school-level factors, including quality

of education, security level, facility size, and provider type (i.e., public or contracted) are included in the analysis.

To increase the reliability of the quality of education variable, two separate measures were employed: factor scores derived from principal component analysis of all the indicators involved in QA reviews during the 2000 and 2001 cycles and the mean of the weighted QA scores in these two years (please refer to JJEEP's 2000 and 2001 Annual Reports for a list of indicators in these years). A factor analysis of all indictor scores was conducted to explore whether these indicators underlie common factors that can be defined as different dimensions of the educational quality of the juvenile justice programs. Although the data revealed multiple dimensions, only, the factor scores for the first dimension were retained. This dimension explains approximately 45% of the total variance associated with the educational quality of juvenile justice schools under review. The second measure is obtained by using a Delphic method. The JJEEP reviewers were asked to rate all the QA indicators based on their importance relative to the quality of education. Using these ratings, weights were assigned to each indicator so that if the majority of reviewers ranked an indicator highest, it was given the highest weight. Then we multiplied the indicator scores with these weights and calculated a mean score that summarizes QA performance.

The primary objective is to determine whether individual academic achievement during incarceration and program-level characteristics, in particular the quality of education in juvenile justice facilities, influence post-release academic achievement for those delinquents released during 2000-2001 and 2001-2002. A traditional approach to this question would involve using ordinary least-squares (OLS) regression, but these particular data have a multilevel structure in which students are nested within schools. Therefore, OLS would be less than optimal because it fails to take into account differences between the observations at the two different levels (i.e., students and programs). In other words, estimating an individual-level regression model with program level correlates is likely to discount the possibility that delinquents nested in the same facilities have shared experiences that influence their behavior.

To address these limitations, we make use of hierarchical linear modeling (otherwise known as multilevel modeling) techniques, which account for the impact of covariates measured at two different levels on the outcome variable. At a technical level, hierarchical linear models incorporate a unique random effect into the statistical model for each level two observation (i.e., residential facility) and produce more robust standard errors (Raudenbush & Bryk, 2002, p. 100). The analysis begins with the presentation of descriptive statistics and simple cross-tabulation tables. Second, the hierarchical linear model estimations are reported.

8.4 Results

Table 8.4-1 displays a descriptive overview of the program characteristics and academic achievement outcomes of the 1,276 students released from 97 DJJ residential facilities that comprise the FY2000-01 and FY2001-02 cohorts.

Table 8.4-1: Program Characteristics and Student Level Academic Achievement

	Number/Mean	Percentage/Range
Security level		
Low	74	76.3%
High	23	23.7%
Total	**97**	**100.0%**
Education Provider		
Public	63	64.9%
Contracted	34	35.1%
Total	**97**	**100.0%**
Facility Size (N=97)		
Facility Size	55.7 (mean)	8-350
Quality of Education (N=93)		
QA Factor Score	0.03 (mean)	-3.1 -1.9
Weighted QA Score	5.5 (mean)	2.0 -7.5
GPA-Student Level (N=1,276)		
Pre-incarceration GPA	1.6 (mean)	0-4
During Incarceration GPA	2.8 (mean)	0-4
Post-release GPA	1.7 (mean)	0-4

Security level is a dummy variable where programs at low and moderate security levels are assigned a score of 0, and high and maximum level programs are coded as 1. More than 76% of the programs are clustered in the low end of the security level. The majority of juvenile justice programs in the sample are publicly operated programs (65%, or 63 out of 97 programs), while only 34% (34 out of 97) are contracted programs. The facility size ranges between eight and 350 students, with a mean of 56 students. As mentioned in Section 6.3, quality of education is measured by QA factor scores and weighted QA scores. Across the 97 juvenile residential facilities, QA factor scores vary from -3.1 to 1.9, and weighted QA scores range from 2 to 7.5.

Table 8.4-1 demonstrates that for the 1,276 students, included in the analysis, the mean GPA in public school, prior to their enrollment in residential programs, is 1.6, the mean GPA during incarceration is 2.8, and the mean GPA in public school after release is 1.7. Hence, the students included in the sample have higher GPAs while incarcerated than prior to and after incarceration. The table also shows that there is only a small improvement in the mean GPA of students between pre- and post-incarceration periods.

To compare students' GPAs at three time points (i.e., prior to, during, and after incarceration), the 1,276 students were divided into two groups: students with higher GPAs than the mean and students with lower GPAs than the mean. Table 8.4-2 presents the frequency distribution of high GPAs and low GPAs at the three time points.

**Table 8.4-2: Number of High and Low Performing Students Based on GPA
at Three Time Points**

GPA	Pre-Incarceration	During Incarceration	Post-Incarceration
High	617 (48%)	711 (56%)	586 (46%)
Low	659 (52%)	565 (44%)	690 (54%)

Table 8.4-2 demonstrates that, after controlling for different levels of GPA, there are still more students in the high GPA group during incarceration (711, or 56%) compared to 617 students (48%) prior to incarceration and 586 (46%) students following release. Interestingly, despite higher GPAs while incarcerated, a smaller number of students achieve high GPAs following their release. This may be indicative of the fact that grade inflation occurs during incarceration. In addition, these incarcerated youths are graded in comparison to other incarcerated youths, rather than being compared to their public school counterparts. As such, higher GPAs may be a result of comparison within lower academic achievers.

To further investigate the students' academic achievement at the three time points, we also used the number of courses receiving grades of "F" and "A". The percentage of courses with "F" and the percentage of courses with "A" are calculated over the total number of courses receiving letter grades. The results are displayed in Table 8.4-3.

Table 8.4-3: Number of Courses Receiving "A" and "F" at Three Time Points

	Pre-Incarceration	During Incarceration	Post-Incarceration
Number of Courses Receiving "A"	2,497 (12%)	3,660 (31%)	2,400 (17%)
Number of Courses Receiving "F"	7,282 (35%)	403 (3%)	4,651 (32%)

The results reported in Table 8.4-3 support the previous finding that the juvenile justice students included in the study receive higher grades while incarcerated. Contrary to the figures in Table 6.4-2, the percentage of letter grades imply an improvement from pre-incarceration to post-release, as the percentage of "A"s increases (from 12% to 17%), and the percentage of "F"s decreases (35% to 32%) between the two time points. This may be indicative of the impact of education during incarceration on later academic achievement. It is plausible, for instance, that students' positive educational experiences in juvenile justice facilities have a continuous effect on future success by promoting positive attitudes toward school and facilitating subsequent academic achievement in public schools. The hypothesis that students' academic achievement during incarceration is positively related to their post-release academic achievement is tested later in this chapter.

GPA is used as the key measure of students' academic achievement. At the program level, quality of education is the main variable of interest. Table 8.4-4 documents the bivariate

correlations between GPA in public school following release, GPA while incarcerated, and quality of education, as measured by QA factor scores and weighted QA scores.

Table 8.4-4: Correlation Matrix

	GPA Post-Incarceration	GPA During Incarceration	GPA Pre-Incarceration	QA Factor Score	Weighted QA Score
GPA Post-Incarceration*	1				
GPA During Incarceration*	0.09**	1			
GPA Pre-Incarceration*	0.3**	0.16	1		
QA Factor Score**	-0.04	-0.07*	-0.06*	1	
Weighted QA Score**	-0.03	-0.10**	0.03	0.4**	1

** The correlation is significant at .01.* The correlation is significant at .05. ***N=1276, ****N=1201.

As indicated in Table 8.4-4, GPA prior to incarceration and GPA during incarceration are positively and significantly related to GPA following release, and they significantly predict academic performance in public schools after release. QA factor scores are negatively correlated with GPA after release, though not significantly. Likewise, weighted QA scores are correlated with post-release GPA, yet in the opposite direction and to an insignificant extent. In addition, both measures of educational quality are negatively and significantly correlated with GPA during incarceration. It may be that not all delinquents take advantage of high quality education. One could also predict, on the other hand, that higher QA scores are negatively related to GPA performance because high quality programs have less grade inflation.

To investigate this possibility, we divide the 97 residential facilities into two groups: facilities that scored lower than average in QA and facilities that scored higher than average in QA. We take the mean of the QA factor scores (0.03) and the mean of weighted QA scores (5.5) as the cutoff point. Table 6.4-5 presents the cross-tabulation between GPA during incarceration and QA factor scores, and Table 8.4-6 displays the cross-tabulation between GPA during incarceration and weighted QA scores.

Table 8.4-5: Cross-Tabulation between GPA During DJJ Stay and QA Factor Score

		GPA During Incarceration		
		High	Low	Total
QA Factor Score	Low	332 (57.3%)	247(42.7%)	579
	High	327 (52.6%)	295(47.4%)	622

Note: The percentages are row percentages.

Table 8.4-5 indicates that those residential facilities with a low quality of education serve 57.3% of the high GPA achieving delinquents. In contrast, the residential facilities with high quality of education only serve 52.6% of the students with high GPAs. Conversely, almost 43% of students with low GPAs are served in residential facilities with a lower quality of education as opposed to 47.4% of low GPA students in those programs with high scores for quality of education. These findings are discussed further after Table 8.4-6.

Table 8.4-6, provides a cross tabulation of weighted QA scores as a measure of quality of education and GPA performance.

Table 8.4-6
Cross-Tabulation between GPA During DJJ Stay and Weighted QA Score

		GPA During Incarceration		
		High	**Low**	**Total**
Weighted QA Score	**Low**	348 (57.6%)	256 (42.4%)	**604**
	High	311 (52.1%)	286 (47.9%)	**597**
Total		**659 (54.9%)**	**542 (54.1%)**	**1,201**

Note: The percentages are row percentages.

The percentage of students with low GPAs in the low-performing programs is 42.4% and the same figure is 47.9% for the programs with higher weighted QA scores. 57.6% of the students have high GPAs in low performing programs, whereas 52% of the students have high GPAs in high performing programs.

Combined with the results presented in Table 8.4-4, it can be concluded that a larger percentage of low academic achievers committed to facilities with high quality of education (i.e., 4.7% difference in Table 8.4-5 and 5.5% in Table 8.4-6) may be contributing to the negative correlation between academic achievement while incarcerated and quality of education.

To assess the effects of academic achievement during incarceration and the level of educational quality of programs on academic achievement of youths in public schools after release, a series of hierarchical linear models (HLM) were run. To conduct HLM estimation, schools with less than eight students in the sample are excluded, reducing the sample size to 1,206 students in 85 residential facilities. The outcome variable is the GPA in public school following release. The models also include program-level characteristics, such as security level, facility size and provider type. In addition to GPA during incarceration, age, gender and race are controlled for at the individual level. The average age of the students is 16.6, with the oldest being 21 and the youngest 14. Nonwhite students account for 56%, and male students comprise 85% of the sample.

The multivariate modeling process begins with an analysis of variance (ANOVA) as a base model. ANOVA is a useful technique that helps to partition the within- and between-school

variance associated with the dependent variable (i.e., post-release GPA). Table 8.4-7 displays the results of the ANOVA estimation.

Table 8.4-7
ANOVA Estimation

Fixed Effect	Coefficient	Standard Error	t-ratio
Intercept	1.7**	0.04	39.7

Random Effect	Variance Component	Standard Deviation	Chi-square
Level-1	1.3	1.1	
Level-2	0.05*	0.2	128.7

**p<0.001; * p<0.01.

The average post-release GPA of all schools included in the model is 1.7, with a significant variance component indicating different GPA means across schools. The results reveal that–though only 3% of variance in post-release GPA lies between programs (i.e., the variance component has a value of 0.05 out of a 1.8 total variance)–the variance is significantly greater than zero. This allows us to conclude that there is significant between-program variation in the post-release GPA means among students.

In an attempt to predict post-release GPA, a series of hierarchical regression models are estimated. Model 1 includes GPA during incarceration and quality of education. Model 2 incorporates other program-level factors; namely, education provider, facility size, and security level, in addition to GPA during incarceration at the individual level. Finally, in Model 3, individual level factors, namely, GPA pre-incarceration, age at release, race, and gender are included, in addition to all the factors included in Model 2. Across all models, two different measures of the quality of education are used. The results are presented in Table 8.4-8.

Table 8.4-8: Hierarchical Linear Regression Models Estimates

	Model 1		Model 2		Model 3	
	Using QA Factor Score	**Using Weighted QA Score**	**Using QA Factor Score**	**Using Weighted QA Score**	**Using QA Factor Score**	**Using Weighted QA Score**
Fixed effect	**Coefficient**		**Coefficient**		**Coefficient**	
Intercept	1.7*** (0.04)	1.7*** (0.04)	1.8*** (0.07)	1.8*** (0.07)	2.1*** (0.1)	2.1*** (0.1)
Individual-Level Factors						
GPA Pre-incarceration					0.3*** (0.03)	0.3*** (0.03)
GPA During incarceration	0.2** (0.05)	0.2** (0.05)	0.2** (0.05)	0.2** (0.05)	0.1* (0.05)	0.1* (0.05)
Age at release					0.1** (0.03)	0.1** (0.03)
Nonwhite					-0.3*** (0.1)	-0.3*** (0.1)
Male					-0.2* (0.1)	-0.2* (0.1)
Program-Level Factors						
Quality of education	-0.05 (0.05)	-0.05 (0.03)	-0.05 (0.05)	-0.05 (0.04)	-0.05 (0.05)	-0.06 (0.04)
Public			-0.1 (0.08)	-0.1 (0.09)	-0.1 (0.09)	-0.1 (0.09)
Facility size			-0.0005 (0.0007)	-0.0004 (0.0007)	-0.0001 (0.0008)	-0.0001 (0.0008)
High/Maximum security level			-0.1 (0.11)	-0.1 (0.11)	-0.02 (0.11)	-0.03 (0.11)
Deviance	3749.1	3748.9	3765.6	3765.7	3674.9	3674.4
Explained Variance						
Individual level	0.01	0.01	0.01	0.01	0.03	0.1
Program level	0.04	0.1	0.07	0.1	0.1	0.1

***$p<0.001$; ** $p<0.01$; *$p<0.05$.
Note: For the full model with t-scores and p-values see Appendix K.

As reported in Table 8.4-8 students' academic achievement while incarcerated is significantly and positively correlated with their post-release academic achievement in public school. The coefficient for GPA during incarceration is consistently significant in all three models. It is worth mentioning that even after controlling for GPA prior to incarceration, GPA during incarceration remains a significant predictor of GPA after incarceration. This clearly rules out the possibility of a spurious relationship between academic achievement during incarceration and post-release academic achievement. Every one-unit increase in GPA during incarceration increases post-release academic achievement between 0.1 and 0.2 units, holding individual level characteristics constant. Further, age at release, race, and gender are significantly related to post-release academic achievement. In other words, white, female, and older delinquents are more likely to achieve higher GPAs in public schools following release when their GPAs before and during incarceration are held constant.

Although student-level factors seem to predict the academic achievement of delinquents in public schools following release, none of the program-level characteristics have a statistically significant effect on post-release academic achievement. The coefficients remain essentially the same for both measures of quality of education; however, weighted QA scores have more explanatory power than QA factor scores. For instance, in Model 3 (with QA factor score as the measure of quality of education), only 3% of the variance at the individual-level is explained. The same model employing weighted QA scores explains 10% of the variance. Model 3 using weighted QA scores and all of the individual level factors performs the best because of its greatest explanatory power at the student level. Still, our most inclusive model explains only 10% of the variance at the individual- and program-level. This suggests that more variables are needed to explain post-release academic achievement.

Overall, none of the program-level characteristics produced statistically significant estimates in predicting post-release GPA. One reason for this null result may be the high percentage of students with low GPAs in high performing programs. It is likely that this group is limiting the positive impact of quality education on post-release academic achievement. Additionally, the quality of education measures employed in the analysis is overall measures, which include the effect of all QA indicators. As such, these measures equally weight those indicators that are clearly directly related to educational quality with less directly related indicators. This equal weighting is likely to introduce a lot of "noise" to the measure of educational quality, which may result in nonsignificant coefficients.

8.5 Summary Discussion

The analyses presented in this chapter examine the dynamics of post-release academic achievement for incarcerated youths, with the goal of answering the following three research questions. *Is there a significant variation in the average academic achievement of incarcerated youths across different juvenile justice residential facilities*? Cross-tabulations and more complex multilevel regression results demonstrated that there is significant variation at the program level when measuring academic achievement pre-incarceration, during incarceration, and post-release. Most of this variation, however, is not found to be a

function of program-level characteristics. In contrast, all level 1 (student level) indicators have statistically significant effects on post-release academic achievement. These findings begin to address the second and third research questions: *what is the impact of program level attributes–such as quality of education, facility size, program security level, and educational provider status–on post-release academic achievement? What is the impact of a student's academic achievement during incarceration on his or her academic success following release?*

To directly answer these questions, two measures of academic achievement–students' GPAs and the number of "A"s and "F"s a student received–were calculated at three points: pre-incarceration, during incarceration, and post-release. The cross tabulation of GPA (high and low) and the letter grades along these three time points demonstrated that the majority of students are academic underachievers during pre-incarceration as well as in the post-release period. In contrast, more students achieve higher GPAs and a higher number of "A"s while incarcerated. This may be either a sign of grade inflation or indicative of educational practices helping incarcerated youths achieve better academic performance. The results of the HLM estimation lend support to the latter. While controlling for students' pre-incarceration academic performance, those students who have higher academic performance while incarcerated are likely to be academically successful in public school after release.

Not only does students' academic achievement during incarceration significantly predict their post-release academic achievement, but also other individual factors are statistically significant predictors. Specifically, females, whites, and older students are more likely to be high academic achievers.

The analyses presented in this chapter suggest several directions for future research. First, while program-level characteristics do not directly impact post-release academic achievement, it is possible that they indirectly affect post-release academic achievement by facilitating academic achievement during incarceration. Second, more comprehensive models including additional student-level characteristics need to be pursued, as the controls employed in the present analyses explain only a small amount of variance at the individual student level. Third, the academic achievement of delinquents should be related to their long-term trajectories in predicting whether academic achievement has a decreasing effect on recidivism.

These findings have important implications for juvenile justice educators and policymakers. In particular–regardless of academic performance prior to incarceration–academic achievement during incarceration significantly predicts academic achievement following release. Moreover, as demonstrated in Chapter 9 of this annual report and in previous annual reports, academic achievement following release reduces the likelihood of rearrest. Essentially, juvenile justice educators are presented with a relatively "clean slate" in regard to their students' academic opportunities; they need not approach their task with pessimism. Rather, these results clearly show that education during incarceration can mediate the effects of poor academic performance prior to incarceration. Although specific program characteristics that relate to high academic achievement have not been clearly identified,

education during incarceration strongly affects both the students' academic opportunities and–indirectly–community reintegration following release.

CHAPTER 9

COMMUNITY REINTEGRATION OUTCOMES FOR SUBGROUPS OF JUVENILES RELEASED FROM DJJ RESIDENTIAL FACILITIES

9.1   Introduction

In its 2004 Annual Report to the Florida Department of Education, JJEEP reported on the academic achievement and community reintegration outcomes of a second cohort of juveniles (Cohort II) released from Florida's juvenile justice residential facilities. Many of the findings from the previous year's analysis of those same outcomes for Cohort I were replicated. Specifically, academic achievement while incarcerated increased the likelihood that a youth would return to public school upon release and that returning to public school significantly decreased the likelihood that he or she would be rearrested. The consistency in these findings and the similarity of the cohorts' demographics provided ample support for combining the two cohorts into one and extending the analysis to answer additional research questions.

The two research questions guiding this analysis are:

1. Is the effect of academic achievement while incarcerated on the likelihood of returning to school following release stronger for some subgroups of the population than for others?

2. Is the effect of returning to and regularly attending school following release from incarceration on the likelihood of rearrest stronger for some subgroups of the population than for others?

What follows are descriptive results that simply compare subgroups on the two outcome measures of primary interest and the results of a multivariate analysis that examines the hypothesized causal effect of the two variables of primary interest on these two outcome measures. The categorization of the population into subgroups was informed by prior delinquency research and the literature on life-course and developmental theories of delinquency. The subgroups examined here are as follows:

1. Sex/gender – males vs. females
2. Race – whites vs. racial minorities
3. Age – less than 16 years of age vs. 16-19 years of age
4. Socio-economic status (SES) – low vs. high
5. Learning/behavioral/cognitive disability – no disability vs. disability
6. Age/grade level – below vs. on or above
7. Risk of delinquency – high vs. low

This chapter will begin by discussing data and methods in Section 9.2. Types of measures used will be followed by a discussion on the research methodology. Section 9.3 contains results, including tables illustrating selected descriptive statistics, as well as results of logistic regressions addressing return to school and re-arrest within 12 months of release. Subgroup analyses conducted are attended to within 5 tables, focusing on receipt of high school diplomas or GED diplomas, returning to public school, re-arrest, effect of academic achievement, and lastly effect of return to school with above average attendance on re-arrest. A summary discussion concludes this chapter in Section 9.4.

9.2   Data and Methods

Data for these analyses were obtained from the Florida Department of Education (FDOE) and the Florida Department of Law Enforcement (FDLE). Two previously-identified cohorts of releases from Department of Juvenile Justice (DJJ) residential facilities (fiscal years 2000-01 and 2001-02) were merged to create one larger cohort of 9,968 youths. This larger cohort was then linked to an arrest history file pulled from FDLE's Computerized Criminal History (CCH) database and an attendance history file pulled from five years of FDOE Survey 5 attendance and end-of-year records. See Appendix D for a detailed description of the methods used to identify the cohorts of releases.

Measures

The outcome measures of community reintegration examined here are return to public school and rearrest, both within one year of release from a DJJ residential facility. Return to public school was determined using attendance data on all public schools in Florida, where the first entry date for a non-DJJ school after the youth's date of withdrawal from the DJJ school and prior to one year from that date was coded as a return to school. A rearrest was determined using data from the arrest history file and the same date parameters as those for return to school. For youths who returned to school, arrest dates prior to the date of return were dropped so as to maintain the appropriate time-order for examining the effect of return to school on rearrrest.

The factors associated with community reintegration that are of primary interest in this analysis are academic achievement while incarcerated and attendance in public school following release. Academic achievement is measured as the number and proportion of academics credits earned while incarcerated. The measure is standardized to take into account length of stay in the residential facility. Attendance in public school is measured the same as return to school, with an additional parameter to measure the youth's level of attendance upon return. If a youth returns to school and maintains an above average (cohort average) level of attendance, he/she is considered a school attendee. If a youth does not return to school or returns to school but maintains a below average level of attendance, he/she is *not* considered a school attendee.

In addition to the standard demographic variables of age, race, and sex, the multivariate analyses presented below include several individual-level variables thought to have an effect on the likelihood of successful community reintegration. These include and are measured as follows:

- Low SES: Youth qualified for free/reduced lunch at least once within the time-frame of our student demographic file (1999-00, 2000-01, 2001-02, 2002-03, 2003-04).
- Below Age/Grade Level: Youth left the DJJ residential facility two or more years behind his/her appropriate age/grade level.
- Number of Prior Arrests: This includes all arrest events prior to admission to DJJ residential facility
- Disability: Youth is on record as having a cognitive, behavioral, or learning disability
- Months in DJJ Facility: Number of months from date of entry to date of exit from DJJ residential facility
- High Risk for Delinquency: Youth was released from a high or maximum security facility

Data Analysis

Logistic regression was used to estimate the causal effect of academic achievement on the likelihood of return to school and school attendance on the likelihood of rearrest. This technique effectively isolates the influence of one variable of particular interest while simultaneously holding constant the other variables in the model. The results presented include maximum-likelihood (ML) coefficients, standard errors (SE), odds-ratios, and levels of statistical significance. The ML coefficients can be interpreted as the degree of change in the outcome measure (in this case, the likelihood of occurrence) that is caused by change in the variable of interest. It is often more useful, however, to refer to the odds-ratio for a variable, which indicates the proportional increase or decrease in the likelihood of the outcome measure occurring and can easily be converted to a percentage increase/decrease by subtracting 1 from the odds-ratio statistic and multiplying by 100 (e.g., an odds-ratio of 0.680 indicates a 32% decrease in the likelihood of occurrence; an odds-ratio of 1.320 indicates a 32% increase). The ML coefficients, along with their corresponding indicator of statistical significance (represented here by one to three asterisks *), provides an at-a-glance indication of the direction of the relationship (a positive number indicates an increase in the likelihood of occurrence; a negative number indicates a decrease) and whether or not the relationship is robust enough to be more than just a product of chance. The SE is useful in calculating additional statistics but provides little additional information relevant here.

Bivariate (looking at two factors simultaneously) analyses were also performed on the outcome measures to produce a preliminary description of the differential likelihood of their occurrence for subgroups of youths in the cohort. These analyses involved the calculation of within-group percentages of youths who 1) returned to school or 2) were rearrested for each of the subgroups of theoretical relevance. These within-group percentages were then compared between groups, and a separate test of the statistical significance of the differences (Chi-square test) was done for each. Again, asterisks are used to indicate whether or not a difference is statistically significant and at what level of probability (*p*). A statistically significant difference indicates that the difference in the percentages between groups is big enough, given the number of individual cases in the groups, to be considered a *real* difference and not just a product of chance.

9.3   Results

As noted previously, the characteristics of the combined cohort are similar to those of the separate cohorts reported on in previous Annual Reports. Despite the similarities, descriptive statistics on the cohort as a whole are presented first in order to provide a context for further examination of differences among subgroups. These descriptive statistics are presented in Table 9.3-1.

Table 9.3-1: Selected Descriptive Statistics for Combined Cohort (N=9,698)

Characteristic/Outcome	Number of Juveniles	Percentage of Total Population
Male	8,208	84.6%
White	4,493	46.3%
Low SES	5,898	60.8%
Disability	3,529	36.4%
Below Age/Grade Level	4,896	50.5%
High Risk	2,891	29.8%
Diploma/GED while incarcerated	678	7.0%
Returned to public school following release	3,972	41.0%
Arrested within 1 year of release	4,164	42.9%

Tables 9.3-2 and 9.3-3 present the results of a multivariate analysis of the effect of academic achievement on the likelihood of return to school and school attendance on the likelihood of rearrest, both within one year of release from a DJJ residential facility. The advantage of a multivariate statistical technique, such as the logistic regression modeling used here, is that it allows for the estimation of the effect of a particular variable of interest on the outcome measure of interest when other relevant variables are held constant. In other words, it can be seen that academic achievement increases the likelihood that a youth will return to school following release (Table 9.3-2) and that this effect holds true, even when the sex, race, age, SES, and other characteristics of the individual are taken into account simultaneously. This finding supports the present hypothesis that gains in academic achievement while incarcerated improve a youth's chances of returning to public school once he/she is released, and replicates the findings presented in the 2004 Annual Report for the two cohorts examined separately.

Table 9.3-2: Results of Logistic Regression on Return to School

Variables	ML coefficient (SE)	Odds Ratio
Constant	12.055*** (0.664)	
Academic Achievement	0.266*** (0.034)	1.305
Male	0.251** (0.094)	1.285
Racial Minority	0.112 (0.071)	1.118
Low Socio-economic Status	0.660*** (0.072)	1.934
Age at Release	-0.742*** (0.040)	0.476
Below Age/Grade Level	-0.540*** (0.080)	0.583
Number of Prior Arrests	-0.015 (0.011)	0.985
Disability	0.304*** (0.070)	1.356
Months in DJJ Facility	-0.017** (0.006)	0.983
Released from High or Maximum Security Facility	-0.207** (0.078)	0.813
N	**4,776**	

*statistically significant at p<.05
**statistically significant at p<.01
***statistically significant at p<.001

Table 9.3-3: Results of Logistic Regression on Rearrest Within 12 Months of Release

Variables	ML coefficient (SE)	Odds Ratio
Constant	-2.448*** (0.325)	
Return to School with Above Average Attendance	-0.262*** (0.064)	.770
Male	0.831*** (0.069)	2.296
Racial Minority	0.329*** (0.048)	1.390
Low SES	0.081 (0.050)	1.084
Age at Release	-0.035 (0.019)	1.035
Below Age/Grade Level	-0.073 (0.055)	0.929
Number of Prior Arrests	0.226*** (0.008)	1.253
Disability	0.015 (0.049)	1.015
Months in DJJ Facility	-0.014*** (0.004)	0.987
Released from High or Maximum Security Facility	0.056 (0.054)	1.058
N	**9,019**	

*statistically significant at p<.05
**statistically significant at p<.01
***statistically significant at p<.001

The results presented in Table 9.3-3 show that school attendance has a negative effect on rearrest within a year of release, which means that returning to school and maintaining above-average (cohort average) attendance significantly decreases the likelihood that a youth will be rearrested. As with the finding for return to school presented in Table 9.2-2, this finding supports the hypothesis that participation in school improves a youth's chances for successful desistance from delinquency and replicates the findings presented in the 2004 Annual Report for the two cohorts examined separately.

Subgroup Analyses

The first post-release outcome explored for our subgroups was return to public school following release. By definition, this outcome does not apply to juveniles who received a diploma or GED

while in the residential educational program[1], so that educational achievement outcome is examined separately in Table 9.3-4. The post-release outcome of return to school for those juveniles who did not receive a diploma or GED by subgroup is presented in Table 9.3-5.

Table 9.3-4: Number of Youths and Percentage of Subgroups Who Received a High School Diploma or GED while Incarcerated by Subgroups (N=9,698)

Subgroup	Total Number of Youth	Number with Diploma/GED	Percentage with Diploma/GED
Females***	1,490	46	3.1%
Males	8,208	632	7.7%
White***	4,493	458	10.2%
Racial Minority	5,205	220	4.2%
Not Low SES***	3,800	379	10.0%
Low SES	5,898	299	5.1%
No Disability***	6,169	557	9.0%
Disability	3,529	121	3.4%
At or Above Age/Grade Level*	4,800	304	6.3%
Below Age/Grade Level	4,896	373	7.6%
Low Risk***	6,807	406	6.0%
High Risk	2,891	272	9.4%

  *Between-group variation is statistically significant at p<.05.
***Between-group variation is statistically significant at p<.001.

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[1] Note that these figures reflect data as reported by juvenile justice educational programs to the Florida Department of Education. Juveniles who complete the requirements for a diploma or GED while incarcerated but are awarded their diploma or GED by their "home" school are not included in these figures.

Table 9.3-5: Number of Youths and Percentage of Subgroups Who Returned to Public School within One Year of Release by Subgroups (N=9,020)

Subgroup	Total N	Number of Juveniles	Percentage of Total Population
Females	1,444	639	44.3%
Males	7,576	3,162	41.7%
White	4,035	1,670	41.4%
Racial Minority	4,985	2,131	42.8%
Younger than age 16***	2,492	1,739	69.8%
Age 16	2,185	1,132	51.8%
Age 17	2,232	702	31.5%
Age 18	1,766	209	11.8%
Age 19 or more	345	19	5.5%
High SES***	3,421	929	27.2%
Low SES	5,599	2,872	51.3%
No Disability***	5,612	2,167	38.6%
Disability	3,408	1,634	48.0%
At or Above Age/Grade Level***	4,496	2,657	59.1%
Below Age/Grade Level	4,523	1,143	25.3%
Low Risk***	6,401	2,925	45.7%
High Risk	2,619	876	33.5%

*Between-group variation is statistically significant at p<.05.
**Between-group variation is statistically significant at p<.01.
***Between-group variation is statistically significant at p<.001.

Table 9.3-6: Number of Juveniles and Percentage of Subgroups Who Was Rearrested Within One Year Of Release by Subgroups (N=9,698)

Subgroup	Total N	Number of Juveniles	Percentage of Total Population
Females***	1,490	408	27.4%
Males	8,208	3,756	45.8%
White***	4,493	1,586	35.3%
Racial Minority	5,205	2,578	49.5%
Younger than age 16**	2,499	1,002	40.1%
Age 16 or older	7,199	3,162	43.9%
High SES	3,800	1,586	41.7%
Low SES	5,898	2,578	43.7%
No Disability***	6,169	2,551	41.4%
Disability	3,529	1,613	45.7%
At or Above Age/Grade Level***	4,800	1,940	40.4%
Below Age/Grade Level	4,896	2,224	45.4%
Low Risk***	6,807	2,755	40.5%
High Risk	2,891	1,409	48.7%

*Between-group variation is statistically significant at p<.05.
**Between-group variation is statistically significant at p<.01.
***Between-group variation is statistically significant at p<.001.

The bivariate statistics shown in Tables 9.3-4, 9.3-5, and 9.3-6 indicate that there are significant differences between subgroups in the likelihood of receiving a high school diploma or GED diploma while incarcerated, returning to school within one year of release, and being rearrested within one year of release. Males are more than twice as likely as females and white youths are more than twice as likely as minority youths to receive a high school diploma or a GED diploma while incarcerated (Table 9.3-4). This same level of disparity holds true for High SES vs. Low SES and No Disability vs. Disability as well. The disparity is slightly less, but still statistically significant, for At or Above vs. Below Age/Grade Level and Low vs. High-Risk youths.

The figures for return to school show a similar pattern of disparity (Table 9.3-5) to that for receiving a high school diploma or GED diploma while incarcerated, with the notable exception of the difference between white and minority youths. While white youths are significantly more likely than minority youths to receive a high school diploma or GED diploma while incarcerated, there is virtually no difference in their respective likelihood of returning to school after release. For both groups, slightly less than half (44%) of the youths released from a DJJ residential program without a high school diploma or GED diploma returned to public school within one year of release.

This disappointing figure becomes somewhat less so when looked at separately for youths who are younger than 16 years of age (70% return to school) and youths who are 16, 17, 18, and 19 years of age or older when they are released from DJJ. In Florida, attendance in school is

mandatory for youths younger than 16 years of age, so the fact that 30% of those youths in our sample did NOT return to public school within one year of their release from DJJ is troubling; however, the fact that half (52%) of the 16-year olds released from DJJ returned to public school even though their attendance was not legally mandated, and a third (32%) of 17-year olds returned to public school indicates that all is not lost – in terms of education – for these seriously delinquent youths.

The findings for rearrest within one year of release (Table 9.3-6) show no surprises. As expected, rates of rearrest are significantly lower for females and whites and youths who do not have a disability, are at or above age/grade level, and who are released from low or moderate-risk facilities rather than high or maximum-risk facilities. The fact that there is not a statistically significant difference for low vs. not low SES youths is probably the most interesting finding presented in this table. While the measure of SES – whether or not the student has ever received free/reduced lunch -- is only a proxy, prior research has shown it to be a fairly reliable one. Prior research has also shown poverty and other measures of low SES to be highly correlated with crime and delinquency, so the finding of no significant difference for these two groups is unexpected and deserves further research.

What follows is an examination of the effect of academic achievement on return to school and school attendance on rearrest for the same subgroups identified previously. It is important to note that the question answered by these multivariate models is different from that answered by the bivariate comparisons previously. The latter indicates which of the two comparison groups was more or less likely to experience the outcome measure. The results of the multivariate models indicate whether or not the effect of the causal factor of interest on the outcome measure is stronger for one group than for the other.

In Tables 9.3-7 and 9.3-8, the ML coefficients, SE's, and odds ratios are only shown for the causal factor of interest – academic achievement and school attendance – even though the full regression models included all of the additional control variables as shown in Tables 9.3-2 and 9.3-3[2]. A *z-score difference in ML coefficients* for each of the subgroup pairs is shown as well. This z-score, like the chi-square test discussed above, indicates whether or not the difference in the effect of the causal factor for the two subgroups is statistically significant (a real difference and not just a product of chance). A z-score of 1.645 or higher indicates that the difference is statistically significant at the p<.05 level (the probability is less than five percent that the difference is just a product of chance).

The results presented in Table 9.3-7 indicate a statistically significant difference in the effect of academic achievement on the likelihood of returning to school for youths with a disability vs. youths with no disability and for youth at high risk for delinquency vs. those at low risk. It appears that youths who do not have a disability benefit more from their academic achievement while incarcerated than youths who have a disability in terms of their likelihood of returning to school upon release and that youths at high risk for delinquency benefit more than students at low risk for delinquency. The fact that there is virtually no difference in the effect of academic achievement on return to school by sex, race, age, and SES categories indicates that academic

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[2] Results for the full models, for each of the subgroups and each of the outcome measures, are available from the authors upon request.

achievement while incarcerated is equally beneficial for youths, regardless of the category into which they fall. There also appears to be no difference in the effect of academic achievement on return to school for youths who are at or above age/grade level and those who are below.

Table 9.3-7: Results for the Effect of Academic Achievement While Incarcerated on Return to School Within 12 Months of Release by Subgroup

Subgroup (N)	ML coefficient (SE)	Odds Ratio	z-score difference in ML coefficients
Females (755)	0.224* (0.088)	1.251	0.511
Males (4,021)	0.273*** (0.038)	1.313	
Whites (2,180)	0.234*** (0.051)	1.263	0.836
Racial Minorities (2,596)	0.292*** (0.047)	1.339	
Younger than 16 years of age (760)	0.223* (0.096)	1.249	0.446
16 or older (4,016)	0.269*** (0.038)	1.308	
High SES (1,948)	0.272*** (0.056)	1.313	0.239
Low SES (2,828)	0.255*** (0.044)	1.290	
No Disability (2,905)	0.318*** (0.046)	1.374	1.810*
Disability (1,871)	0.191*** (0.053)	1.210	
At or Above Age/Grade Level (2,405)	0.275*** (0.043)	1.316	0.325
Below Age/Grade Level (2,371)	0.251*** (0.060)	1.286	
Low/Med Security Level (3,261)	0.190*** (0.042)	1.209	2.817***
High/Max Security Level (1,515)	0.394*** (0.059)	1.483	

   *statistically significant at p<.05
  **statistically significant at p<.01
***statistically significant at p<.001

Table 9.3-8: Results for the Effect of Return to School with Above-Average Attendance on Rearrest Within 12 Months of Release by Subgroup

Subgroup (N)	ML coefficient (SE)	Odds Ratio	z-score difference in ML coefficients
Females (1,444)	-0.386* (0.182)	0.680	0.776
Males (7,575)	-0.235*** (0.069)	0.791	
Whites (4,034)	-0.186 (0.096)	0.831	1.063
Racial Minorities (4,985)	-0.323*** (0.086)	0.724	
Younger than 16 years of age (2,491)	-0.143 (0.096)	0.867	1.474
16 or older (6,528)	-0.334*** (0.087)	0.716	
High SES (3,421)	-0.295* (0.130)	0.744	0.267
Low SES (5,598)	-0.255*** (0.074)	0.775	
No Disability (5,611)	-0.235** (0.087)	0.791	0.540
Disability (3,408)	-0.305** (0.096)	0.737	
At or Above Age/Grade Level (4,496)	-0.250** (0.076)	0.779	0.210
Below Age/Grade Level (4,523)	-0.280* (0.121)	0.756	
Low/Med Security Level (6,400)	-0.223** (0.073)	0.800	0.983
High/Max Security Level (2,619)	-0.373** (0.134)	0.689	

*statistically significant at p<.05
**statistically significant at p<.01
***statistically significant at p<.001

The results presented in Table 9.3-8 show even less variation between subgroup pairs than results for return to school that are presented in Table 9.3-7. According to these findings, there is no statistically significant difference in the magnitude of the effect of school attendance on the likelihood of rearrest for any of the subgroup pairs. The difference in magnitude by age group, however, approaches statistical significance (p<.10) and is large enough to deserve further attention. If this difference indeed holds true for the population as a whole, it means that for youths 16 years of age or older, who are not legally mandated to attend school, returning to

school has an even greater effect on their likelihood of subsequent arrest than it does for younger youths. This may be a product of self-selection, in that older youths have a choice about whether to return to school and that those who choose to return to school are the same youths who would be less likely to be rearrested regardless of school attendance. It may be a real difference in effect, however, which would mean that efforts to encourage a return to school for those older students would be especially well spent. The same may also be true for the racial difference shown in Table 9.3-8, where return to school serves as an even greater means of social control for minority youths than it does for white youths.

9.4 Summary Discussion

The findings for the combined cohort of a positive effect of academic achievement while incarcerated on the likelihood of a youth returning to school and an inhibitory effect of school attendance on the likelihood of a youth being rearrested replicate those reported previously for the separate cohorts and provide further support for additional research on the two cohorts combined into one. In addition, these findings provide solid evidence of the importance of academic achievement and school attendance in the life course of delinquent youths, which has implications for both criminological theory and juvenile justice and educational policy.

For policymakers and practitioners, some of the unexpected findings should be considered in their decision-making processes. The following are findings from the multivariate model of the likelihood of returning to school, which isolates the effect of any one individual factor while holding constant the effect of the other factors included in the model.

1. Delinquent males are significantly more likely than females to return to school upon release from a DJJ residential facility.

2. Delinquent youths of low SES are significantly more likely than other youths to return to school upon release from a DJJ residential facility.

3. Delinquent youths with cognitive, behavioral, or learning disabilities are significantly more likely than those without disabilities to return to school upon release from a DJJ residential facility.

Some of the *expected* findings, while no big surprise to anyone who is familiar with delinquents and delinquency research, are also worth noting as a reminder of which youths are consistently at a higher risk for not continuing their public school education and, therefore, at higher risk for persisting in crime and delinquency.

1. Delinquent youths who are more than a year behind their age/grade level are significantly *less* likely than youths who are at or above age/grade level to return to school upon release from a DJJ residential facility.

2. Delinquent youths released from a high or maximum-security facility are significantly *less* likely than youths released from a low or moderate security facility to return to school upon release from a DJJ residential facility.

Given the findings listed previously, it should also come as no surprise that in the bivariate analysis, youth who are male, white, *not* of low SES, and *not* disabled are significantly more likely than their subgroup counterparts to earn a high school diploma or GED diploma while incarcerated.

Overall, the findings for the multivariate subgroup analyses indicate that 1) incarcerated youths benefit from their academic achievement while incarcerated in terms of their relative likelihood of returning to public school upon release, regardless of their age, race, sex, or other characteristics and 2) these same youths benefit from school attendance following release in terms of their relative likelihood of rearrest. The notable exceptions to these overall findings of equally beneficial effects are the findings of a significantly greater effect of academic achievement on the likelihood of returning to school for youths with no disability vs. youths with a disability and youths at high risk for delinquency vs. those at a lower risk for delinquency. In addition, there is some evidence to suggest that older youths may benefit more from their school attendance when it comes to their likelihood of rearrest.

CHAPTER 10
SUMMARIES AND CONCLUSIONS

10.1 Introduction

This 2005 Annual Report marks the completion of eight years of JJEEP operations. Over these years, JJEEP has implemented a series of interrelated functions, including Quality Assurance (QA), technical assistance (TA), and research. What has resulted from the successful implementation of these interrelated functions includes a continuous improvement in the quality of services and practices in the state's juvenile justice education programs, and compelling research results which confirm that greater academic attainment while incarcerated increases the likelihood of post-release returns to school and an associated lower likelihood of re-arrests. Despite the disproportionate educational deficiencies that characterize delinquent youths, the exposure to and receipt of increased quality educational programs and services is providing many of Florida's delinquents with a transition away from their delinquent life course. Indeed, something can and does work in positively changing delinquent behavior. But to continue to positively influence the life course of delinquent youths means a continuing commitment to quality education.

10.2 Chapter Summaries

Chapter 2 presents the Quality Assurance (QA) results of the 174 programs reviewed during the 2005 review cycle. The analysis of QA scores for 2005 demonstrates that the overall mean slightly increased compared with the overall mean in 2004. In 2005, 46 programs (36%) scored in the high satisfactory or superior range, and 12 programs (7%) scored in the below satisfactory range. Not only did the number of programs that maintained high satisfactory and superior ratings increase by 5%, but also, this improvement was accompanied by a 3% decrease in the number of programs that received scores in the below satisfactory range.

Chapter 3 documents how the QA process has undergone significant changes over the years and that these changes elevated the standards by which juvenile justice schools in Florida are evaluated and held accountable. Many of these changes relate to new legislation and policies, but also relate to practitioners' needs and research findings. For the majority of standards, particularly QA performance, there has been a significant increase from 2000 to 2003. This was followed by a sharp QA performance decline in 2004. This drop was due to more rigorous evaluation measures and the increasing No Child Left Behind (NCLB) requirements. In 2005, however, the average QA score increased as programs adjusted to the elevated QA standards.

The trend analysis demonstrates that QA performance is related to size, program type, and education provider. Generally, mid-sized programs that house 26-100 students outperform

smaller (fewer than 25 students) and larger (more than 100 students) programs. In addition, publicly operated juvenile justice education programs perform better than the education programs operated by private providers.

Finally, the trend analysis of teacher certification and in-field/out-of-field teaching was provided. The percentage of teachers with professional certification has increased from 55% in 2001 to 63% in 2005. Similarly, in all core academic areas, the percentage of in-field teachers has increased between 2001 and 2005. The rate of in-field teachers has increased from 11% to 28% in math, 14% to 31% in science, 19% to 38% in English, and 28% to 40% in social studies. Despite these positive figures, out-of-field teaching remains a major problem, especially in math and science.

The QA trend analysis demonstrates a predictable outcome. As QA standards are elevated and juvenile justice educational programs adapt to these elevated standards, QA scores reveal a predictable and temporary decline. Once the new standards are implemented, however, QA scores increase.

Chapter 4 provides results of JJEEP's technical assistance and corrective action efforts. As in previous years, in 2005, transition was the standard which received the most below satisfactory scores (19); followed by service delivery and educational resources each receiving 15. In 2005, however, fewer programs had below satisfactory QA scores and corrective actions compared with 2004, despite the bar being raised for what these programs were required to do. In addition, TA has increasingly focused on habitually low performing programs. The majority of programs that received on-site TA visits in 2004 demonstrated improvement in their 2005 QA scores.

In addition to the TA that was directly provided to programs and school districts, recent state committee work has resulted in developing of a uniform academic assessment instrument, recommendations for implementing NCLB requirements, and improving transition services and vocational opportunities for incarcerated students.

Chapter 5 provides results from a comparison of public school and juvenile justice teachers. Although, all schools and teachers are held to the same NCLB highly qualified teacher requirement, juvenile justice teachers lag behind public school teachers in in-field teaching, professional certification, teaching experience, and retention. Professional certification in public schools[1] is 17% higher than in Florida's juvenile justice schools (80% compared to 63%). Moreover, 79% of public school teachers teach in their area of certification for English, math, science, and social studies combined, while the same is true for only 34% of juvenile justice teachers. Finally, juvenile justice teachers have a much higher turnover rate when compared with public school teachers. Specifically, 49% of juvenile justice teachers left the profession within one year of teaching at their school; in contrast, only 16% of public school teachers left within one year.

Chapter 6 provides the results of a research literature review of the educational characteristics of delinquent youths and best educational practices targeting these educational

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[1] Public school teacher percentages are national data.

characteristics. Students in juvenile justice schools tend to have disproportionate mental and emotional disabilities, low IQs, poor prior academic performance, and poor prior school-related behavior as compared with their public school student counterparts.

Empirically grounded education strategies that address delinquent youths' academic deficiencies include rigorous and ongoing assessments, individualized student planning, interagency and interdisciplinary collaboration, teacher training, integrated and holistic curriculum, credit recovery programs, and intensive reading and speech services. Improving school-related behavior includes having a safe and positive school atmosphere, providing appropriate classroom organizational structures, implementing multiple instructional strategies, incorporating technology into instruction, documenting student and parent involvement, and developing community and business partnerships. Additionally, these are among the major best education practices identified from the relevant research literature.

Chapter 7 provides findings from case studies that were conducted in order to identify best practices demonstration sites in juvenile justice education. Stability level is among the salient differences that have emerged between high- and low-performing programs. Stability among program providers, administrators, and educational staff appears to decrease as one moves from the high-performing programs to the average and then low-performing programs. The low-performing programs tend to have experienced a series of provider and personnel turnovers, which appears to have negatively affected their ability to implement and maintain general best practices. In contrast, high-performing programs were also able to hire and retain more qualified teachers. These programs were able to do so by establishing good working conditions and often offering incentives such as continuing education and teacher mentors.

The efforts of high-performing programs to overcome geographic isolation and security level problems have succeeded in acquiring a wide variety of community and business partnerships. These partnerships and community ties have resulted in opportunities for students to gain work experience and have exposure to additional learning resources such as libraries, vocational training equipment, and computer labs. Comprehensive exit and aftercare services is also a strongly distinguishing feature of the high-performing programs.

Finally, in the area of curriculum and instruction, high-performing programs also demonstrate a commitment to improving the language arts and reading abilities of their students by having experienced reading teachers and/or reading and speech specialists, strong reading curricula, reading materials, and the ability to tailor their lesson plans to the specific needs of their students. Individualized curricula also play a large role in distinguishing the high-performing programs from the average and low-performing performing programs. The high-performing programs demonstrate several ways that this can be done, even in a classroom that contains students of varying ability levels. Using assignments with differing difficulty levels is one approach, while specifically tailored computer programs and self-paced curricula are among others.

The potential for the demonstration sites to ultimately aid in improving the performance of lower performing programs could serve to raise the overall quality of juvenile justice

education throughout the State of Florida. In particular, JJEEP will use the case study findings to revise and update the QA standards, as needed.

Chapter 8 provides analyses that examine the dynamics of post-release academic achievement for incarcerated youths. The findings indicate that the majority of students are academic underachievers prior to incarceration and following their release. While controlling for students' academic performance prior to being incarcerated, those students who have higher academic performance while incarcerated are likely to be academically successful in public school after release. Further results demonstrate that females, whites, and older students are more likely to be high academic achievers. Overall, these results show that education during incarceration can mediate the effects of poor academic performance prior to incarceration.

Chapter 9 provides research findings for the combined longitudinal cohorts of nearly 10,000 youths. Academic achievement while incarcerated continues to be shown as a positive effect on the likelihood of a youth returning to school; school attendance following release decreases the likelihood of a youth being rearrested. The chapter also examines these relationships for different student subgroups and finds that (1) males are more likely than females to return to school upon release, (2) youths with lower socioeconomic status are significantly more likely than other youths to return to school upon release, and (3) youths with cognitive, behavioral, or learning disabilities are significantly more likely than those without disabilities to return to school upon release. Not surprisingly, youths who are more than a year behind their age/grade level are significantly *less* likely than youths who are at or above age/grade level to return to school upon release. In addition, youths released from a high- or maximum-security facility are significantly *less* likely than youths released from a low- or moderate-security facility to return to school upon release.

Overall, these longitudinal findings indicate that (1) incarcerated youths benefit from academic achievement while incarcerated in terms of their increased likelihood of returning to public school upon release, regardless of their age, race, sex, or other characteristics, and (2) these same youths benefit from school attendance following release in terms of a reduced likelihood of rearrest.

10.3 Concluding Comments

Florida's policy of a research-driven, quality assurance and technical assistance approach to juvenile justice education has been nationally and internationally recognized as an exemplary system. Over the past eight years, JJEEP has used research to elevate Florida's juvenile justice education services and practices and this elevation in services and practices has led to more of the state's incarcerated delinquents experiencing increased levels of academic attainment. JJEEP's research has confirmed that these incarcerated delinquents who do experience these higher levels of academic attainment are more likely to return to school after release and less likely to be re-arrested.

Greater specification of the types of incarcerated delinquents that respond favorably to specific education services and practices are anticipated in JJEEP's continuing quest to more fully answer what education programs and practices work best and for which groups of incarcerated delinquents. Nonetheless, we now know that academic attainment can, in fact, facilitate a transition away from delinquent behavior.

The major public policy issue facing Florida and other states throughout the country in this time of ever increasing financial scarcity for public services is how to commit sufficient resources to maximize education's role in effectively confronting delinquency. Embracing and implementing NCLB's requirements related to highly qualified and effective teachers, adequate yearly progress, use of scientifically validated best education practices, and ongoing evaluation will do much to effectively confront and reduce the incidence and costs of delinquent and criminal careers. Current estimates of the annual tangible costs of crime and aiding its victims are more than $600 billion and this does not include the life-long intangible pain and suffering costs associated with so many forms of criminal victimization. Over the past two centuries, we have attempted to reduce crime and delinquency. We have implemented numerous laws, policies, programs and practices and the results have been largely fragmented, uneven and ineffective.

Education has now been empirically validated as an effective delinquency reduction practice, and NCLB mandates quality education for each state's delinquent populations. Florida and the nation are now poised to move in an unprecedented research-driven-policy direction with education as the focal point. We must commit ourselves to funding these education mandates or risk paying so very much later.

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 dsabilities—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.

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.

ACA	American Correctional Association
ACT	American College Test
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AIP	academic improvement plan
AMI	Associated Marine Institutes, Inc.
AR	Accelerated Reader
ASC	American Society of Criminology
BEESS	Bureau of Exceptional Education and Student Services
CAP	Corrective Action Plan
CCA	Correctional Corporation of America
CCD	Florida Course Code Directory and Instructional Personnel Assignments
CSC	Correctional Services Corporation
CLAST	College Level Academic Skills Test
CRT	criterion-referenced test
DCF	Florida Department of Children and Families
DCT	Diversified Cooperative Training
DJJ	Department of Juvenile Justice
DOC	Department of Corrections
DOE	Department of Education
DOP	Dropout Prevention
EH	emotionally handicapped
EMH	educable mentally handicapped
ESE	exceptional student education
ESOL	English for speakers of other languages

FAC	Florida Administrative Code
FASTER	Florida Automated System for Transferring Educational Records
FCAT	Florida Comprehensive Assessment Test
FCIC	Florida Crime Information Center
FDLE	Florida Department of Law Enforcement
FDLRS	Florida Diagnostic and Learning Resources System
FEFP	Florida Educational Funding Program
FEI	Florida Environmental Institute
FETPIP	Florida Education and Training Placement and Information Program
FSSS	Florida Sunshine State Standards
FTE	full-time equivalent
GED	General Educational Development (or GED Exit Option when applicable)
HH	hospitalized/homebound
HI	hearing impaired (includes deafness)
IAP	individual academic plan
IDEA	Individuals With Disabilities Education Act
IEP	individual educational plan
ISS	in-school suspension
JJEI	Juvenile Justice Education Institute
JJEEP	Juvenile Justice Educational Enhancement Program
JJIS	Juvenile Justice Information System
JPO	juvenile probation officer
LEA	local education agency
LEP	limited English proficiency
MH	mentally handicapped
NAEP	National Assessment of Educational Progress
NAFI	North American Family Institutes
NCE	Norm Curve Equivalent
NCIC	National Crime Information Center (FBI)
NCLB	No Child Left Behind Act of 2001

OJJDP   Office of Juvenile Justice and Delinquency Prevention
OJT   on-the-job training
OHI   other health impaired
OPPAGA   Office of Program Policy Analysis and Governmental Accountability

PACE   Practical, Academic, and Cultural Education (PACE Center for Girls, Inc.)
PASS   Parallel Alternative Strategies for Students
PI   Physically Impaired

QA review   (QAR is no longer used)

SACS   Southern Association of Colleges and Schools (accrediting body)
SAC   school advisory committee
SAFE   Student and Family Enhancement (an AMI intensive aftercare program)
SAT   Scholastic Assessment Test (note the new name)
SBER   State Board of Education Rule
SEA   state education agency
SED   Severely Emotionally Disturbed
SEDNET   Severely Emotionally Disturbed Network
SIP   school improvement plan
SLD   specific learning disability
SLI   speech and/or language impaired
SSAP   Student support and assistance plan
SWD   Students with disabilities

TAP   technical assistance paper
TAR   technical assistance report
TERMS   Total Education Resource Management System
TIPS   Teenage Information Program for Students
TMH   trainable mentally handicapped

VE   varying exceptionalities
VI   visually impaired (includes blindness)
VocEd   vocational education

YES   Youth Environmental Services, Inc.

2005 EDUCATIONAL
QUALITY ASSURANCE STANDARDS

FOR

RESIDENTIAL PROGRAMS, DETENTION CENTERS, AND DAY TREATMENT PROGRAMS

2005 EDUCATIONAL
QUALITY ASSURANCE STANDARDS
FOR
RESIDENTIAL PROGRAMS

Educational Standard One: Transition

The transition standard is comprised of three 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 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 in order 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 (including ESE records), entry assessments, and student 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, 504 plans, 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   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 (Transition services for "in-county" students should include contacting the receiving school, meeting with a school representative [if possible], and ensuring students' successful transition back to in-county schools.)

1.5   documenting transmittal of the educational exit packet to the persons responsible for post placement services (i.e., receiving school, conditional release, school district transition specialist, appropriate school representative, parent, or JPO) prior to or by the time of exit (The exit packet shall include, at a minimum, a cumulative transcript [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, the exit plan, and copies of any vocational certificates and diplomas earned at the program.

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 should review all required self-report information at a minimum 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.

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 as appropriate); entry and exit assessments; and school district course schedules. Electronic files of educational records maintained on site that 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.

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 student 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.

The program should retain evidence that all required information is being transmitted to parties responsible for the students' next educational placement. This evidence may include MIS transmittal of transcripts for in-county students, complete closed commitment files, signatures of JPOs on receipts of educational information, parents' signatures, facsimile receipts, 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 at the time of exit. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. If a parent cannot attend, participation via telephone or e-mail is permissible. Documentation of communication with the parent should be available. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement. Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

Indicator 2:   Testing and Assessment

Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, 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_ entry academic 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 that are administered within five school days of student entry into the facility and are used to enhance employability, career, and technical instruction

2.3 student participation in the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency).

2.4 exit academic assessment using age-appropriate and DOE-approved assessments for reading, writing or language arts, and math using the same assessment instruments used at entry (Scores are provided to the school district for reporting through the MIS.)

Benchmarks 2.2 and 2.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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.

Clarification

Programs must administer entry and exit assessments that are reportable to the DOE and are on the approved entry and exit assessment list. When DOE determines a new statewide assessment, programs should acquire the selected assessment to assess all students. Programs may use prior assessment results from detention centers, assignment centers, 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 nondiscriminatory with respect to culture, disability, and socioeconomic status. Unanticipated transfers should be documented to indicate that exit testing was not possible.

To diagnose student needs and measure student progress accurately, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. 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).

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.

Programs are responsible for ensuring that all eligible students participate in FCAT testing. School districts are responsible for submitting results to the Florida Department of Education. Juvenile justice educational programs should work with their school district's accountability coordinator and MIS office to review enrollment and state assessment results in preparation for reporting AYP data.

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ 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 that are age and grade appropriate for all non-ESE students based on each student's entry assessments, past records, and post-placement goals within 15 school days of student entry into the facility (IAPs include specific, measurable, and individualized long-term goals for student 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 IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs

3.3 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, IEPs, and transition plans by an educational representative

3.4 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 plans, aftercare provider, job/career or career and technical training plans, and the parties responsible for implementing the plan. (Copies of the plan will be provided to the responsible parties.)

Benchmark 3.3 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 should review all required self-report information at a minimum and

- review student educational files, 504 plans, AIPs, IAPs, IEPs, transition plans, treatment files, and other appropriate documentation
- interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students
- observe student exit staffings and treatment team meetings, when possible.

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, AIPs, and IEPs 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.

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.

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.

Parties responsible for implementing the transition plan may include the student's parents/guardians, juvenile probation officer, aftercare/reentry counselor, zoned school personnel, and/or mentors. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

Educational Standard Two: Service Delivery

The service delivery standard is comprised of four indicators that address curriculum, reading, 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: Reading Curriculum and Instruction

The expected outcome of this indicator is that students with reading deficiencies are identified and provided with direct reading instruction and services that address students' strengths, weaknesses, and abilities in the five construct areas of reading.

Indicator 6: 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 after release and/or obtain employment.

Indicator 7: 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/language arts, math, social studies, and science curriculum as needed to address individual students' needs for student progression or high school graduation

4.2 required diploma options that include but are not limited to a standard, special, GED, and GED Exit Option as appropriate

4.3 a year-round curriculum (including summer school course offerings that address individual student progression needs) designed to provide students with educational services through a substantial curriculum based on (a) curricular offerings that provide credit and the opportunity for student 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)

4.4 individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on 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).

The requirements pertaining to GED, social studies, and science curricula are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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 and based on the student's individual needs and post-placement goals. Programs should prepare the student so that he or she has the opportunity to obtain a high school diploma through his or her chosen graduation program. GED preparation is different from the GED Exit Option. For appropriate use of the required GED Exit Option, refer to the DOE *GED Exit Option Procedure Manual*. GED courses may be integrated and/or modified to best suit the needs and interests of the students. Students who have earned a GED diploma should have the opportunity to participate in FCAT testing in order to obtain a high school diploma.

A substantial curriculum will be used to meet state course descriptions and will not consist only of supplemental materials. 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 student progression leading toward high school graduation throughout the 250-day school year.

A curriculum with the same content must address 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. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, direct instruction, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on learning.

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

Indicator 5: Reading Curriculum and Instruction

Intent

The expected outcome of this indicator is that students with reading deficiencies are identified and provided with direct reading instruction and services that address students' strengths, weaknesses, and abilities in the five construct areas of reading.

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 reading instruction and services through

5.1 identifying students' reading deficiencies, based on scoring below level two on the FCAT. (If FCAT results are not available, reading-deficient students are identified by scoring two or more grade levels below grade placement on entry reading assessment results.)

5.2 placement testing, direct reading instruction with progress monitoring, support services, and research-based reading curricula that are designed to address the reading goals and objectives outlined in the students' IAPs, AIPs, or IEPs

5.3 giving students opportunities for reading practice and enrichment activities

5.4 administering a diagnostic reading assessment(s) that addresses the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension to students who are not progressing (based on progress monitoring data) in the core reading curriculum; modifying initial reading goals, objectives, and remedial strategies to address the specific areas of need identified by the diagnostic assessment(s).

Benchmarks 5.1, 5.2, and 5.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, IAPs, AIPs, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- observe educational settings, activities, and instruction
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the student.

Clarification

Students who are not identified with reading deficiencies should be provided opportunities for reading practice and enrichment activities in their regular English/language arts, or reading curriculum. Students should have frequent access to an abundant supply of leisure reading materials. These services are evaluated under Indicator 4: Academic Curriculum and Instruction.

Reading goals and objectives are developed to address specific areas of need based on assessment data. These goals should include the methods and services that will be used to meet students' reading goals. Remedial strategies should include methods and services. IAPs, AIPs, or IEPs may serve as reading plans as long as they meet all of the existing criteria.

Reading curricula should be age and grade appropriate, address the five areas of reading, and have evidence that it is effective with at-risk populations. Direct reading instruction must be provided and must include a variety of strategies to address the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A research-based reading curriculum should

- consistently contain an instructional plan to deliver explicit instruction
- have a systematic scope and sequence
- provide systemic instruction
- be used by students who have construct deficiencies
- provide comparison studies with other programs addressing the same constructs
- provide plenty of practice.

An additional reading diagnostic assessment that addresses the five construct areas should be available to assess students with identified reading deficiencies when there has been little improvement in reading skill development after reading remediation strategies have been implemented. If a student is scoring at or above grade level on the phonics portion of the reading diagnostic assessment, then the student does not have to be assessed for phonemic awareness deficiencies. For more information on reading diagnostic assessment, please refer to *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doe/bin00014/progress/diagnostic.pdf).

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

Indicator 6: 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 after release and/or obtain employment.

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 demonstrated in educational settings for Type 1 programs are based on students' entry assessments, IAPs, and IEPs, and

6.1 address employability, social, and life skills on a year-round basis through courses or curricula that are based on state and school board standards, provide instruction in courses that are offered for credit, follow course descriptions, or are integrated into other courses already offered for credit

6.2 are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings

6.3 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 demonstrated in educational settings for Type 2 programs are based on students' entry assessments, IAPs, and IEPs, and

6.4 provide all students with a broad scope of career exploration and prerequisite skill training based on students' abilities, interests, and aptitudes

6.5 offer instruction and courses for credit and follow course descriptions or workforce education course requirements.

Curricular activities demonstrated in educational settings for Type 3 programs are based on students' entry assessments, IAPs, and IEPs, and

6.6 provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation

6.7 offer instruction and courses for credit and follow course descriptions or workforce education course requirements.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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

This indicator addresses the requirements outlined in the DOE and DJJ *Interagency Plan for Career and Technical Education*.

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 skills, 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 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. Type 3 programs do not have to address Type 2 requirements. Type 3 vocational programs should have evidence of career and technical programs that offer hands-on courses and training. All students should have appropriate access to career and technical programs. Appropriate students include those who are behaviorally appropriate and age appropriate. Students who have obtained a high school diploma or its equivalent should participate in the educational program's employability, social skills, and life skills activities, and career and technical activities. Online courses can be found at *Floridaworks.org*. In addition, students may be able to participate in community college courses via an articulation agreement.

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

Indicator 7: 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

7.1 documenting the initiation of ESE services within 11 school days of student entry into the facility, including

- reviewing current IEPs and determining whether the IEP is appropriate given the student's placement in the DJJ program

- if the IEP cannot be implemented as written, convening an IEP meeting as soon as possible

- soliciting and documenting participation from parents in ESE staffing and IEP development and mailing copies of IEPs to parents if they cannot attend the meeting

- an educational representative acting as the LEA representative who is knowledgeable of the educational resources within the local school district, meets the requirements under Section 300.344 of Title 34 of the Code of Federal Regulations for an LEA representative, and is either an employee of the school district or is authorized by contract with the school district to act as the LEA representative

7.2 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.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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 ESE 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, and written parent notification and/or parent contact regarding an IEP review meeting.

Students participating in ESOL, Section 504, and/or related services should be provided all corresponding services according to the students' plan, including mental and physical health services. 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.

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 authorized by contract with the school district to act as the LEA.

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

Educational Standard Three: Educational Resources

The educational resources standard is comprised of three indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and the 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 8: Collaboration

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

Indicator 9: 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 10: 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, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

Indicator 8:   Collaboration

Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high quality educational services are provided to at-risk 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.

The program facilitates collaboration through

8.1 demonstrated and documented communication between school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis

8.2 community involvement that is solicited, documented, and focused on educational and transition activities

8.3 demonstrated classroom management procedures for managing behavior that are clearly defined by both educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior.

Benchmark 8.2 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 should review all required self-report information at a minimum and

- review faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, program behavior policy, and other appropriate documentation

- interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel

- observe educational settings and faculty meetings, when possible.

Clarification

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, providers, and educational and program staff) should be ongoing and facilitate the smooth operation of the educational program.

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 within the program and mentoring/role modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in a successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Classroom management should be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

Indicator 9: 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

9.1 in core academic areas, must have professional or temporary state teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification

9.2 in non-core academic areas (including social, employability, and career/technical skills instructors), must be certified or, if not, 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 noncertified instructional personnel

9.3 participate in facility program orientation and a beginning teacher program when appropriate and use written professional development plans or annual teacher evaluations to foster professional growth

9.4 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, and ESE and ESOL programs.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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/language arts, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A statement of eligibility and/or an application that confirms the applicant is not eligible for certification will not fulfill the requirements of this indicator.

Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications. 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 on this topic may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf. The program should retain documentation that parents are notified by letter if their child's teacher teaches out of field for more than four weeks.

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 the 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 noncertified personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy. Schools and school districts should provide evidence that they are actively seeking qualified teachers when teaching positions are vacant or long-term substitutes are being used.

"Professional development plan" refers to district developed plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, and these plans should be used as a working document and an evaluation tool.

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 students, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertified personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training should qualify for inservice points for certification renewal.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

Indicator 10:   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, resources, and an environment that enhances their academic achievement and prepares 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

_**10.1**_ the minimum of 300 minutes of daily instruction or its weekly equivalent

10.2 an adequate number of instructional personnel and educational support personnel

10.3 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 leisure reading materials available for students (These materials should include fiction and nonfiction materials that address the characteristics and interests of adolescent readers.)

10.4 educational supplies, media materials, equipment, and technology for use by instructional personnel and students

10.5 an environment that is conducive to learning

10.6 access to the Internet for instructional purposes.

The reading material requirements and Internet access are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or contract, 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

Programs must provide a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction. Time for student movement is not included in the 300 minutes and should be reflected on the schedule.

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 facility; school climate; organization and management; and appropriate materials, supplies, and technology. All students should have access to computer technology in order to progress toward achieving career and/or educational goals.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator that addresses the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 11: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Indicator 11: School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports 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

11.1 the program submits all self-report information and documents to JJEEP offices in a timely manner

11.2 the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, student progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, diplomas, entry and exit assessment scores, and diplomas earned for every eligible student who attends the program

11.3 accurate attendance records are maintained in the program, and current school membership is evidenced by enrollment in the school district MIS, including documentation of student daily attendance records

11.4 the program participates in the AYP process and that the data accurately reflect the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) participation rate. (The program must have at least a 95% state assessment participation rate according to the State's AYP calculation.)

11.5   there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district; the terms of the contract and/or the cooperative agreement are being followed

__11.6__   the contract manager or designee provides and documents appropriate oversight and assistance to the educational program.

There is documentation that illustrates that either the contract manager or the designated educational administrator is

11.7   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

11.8   conducting and documenting annual evaluations of the program's educational component.

Benchmark 11.8 is not applicable to charter school programs. The remainder of the indicators will be rated based on the program's charter.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or the 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
- review FCAT participation results based on state AYP calculations.

Clarification

School district contract managers and/or their designees are expected to oversee and assist the educational program with ensuring that all appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. 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.

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 and may affect the program's QA score.

The contract manager should oversee the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) testing process to ensure that all eligible students take the state assessment. The program should collaborate with the school district MIS department to adjust and correct the enrollment and testing information for the 2004-2005 school

year. Participation (at least 95%) each year is critical, not only to the current QA review, but also potentially to the following year's QA review.

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.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

2004 EDUCATIONAL QUALITY ASSURANCE STANDARDS FOR DETENTION CENTERS

Educational Standard One: Transition

The transition standard is comprised of two 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 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: 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 in order 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

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 for students who are returning to the public schools, documented transmittal of students, days in attendance, current transcript, and a school district withdrawal form with grades in progress to the next educational placement at the time of exit

1.5 for students who are awaiting placement into commitment programs, documented transmittal of the students' cumulative transcripts, IEPs/IAPs/AIPs, assessment information, and school district withdrawal forms with grades in progress to the next educational placement at the time of exit.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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 assessments; and school district course schedules. Electronic files of educational records maintained on site that 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.

Students in detention centers should earn grades for every day they are enrolled in school. The program should maintain documentation indicating that student records were transmitted directly to the next educational program. This will help ensure that a continuum of educational services is provided throughout the students' educational placement in the juvenile justice system. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement.

Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

❑ Superior Performance	7	8	9	
❑ Satisfactory Performance	4	5	6	
❑ Partial Performance	1	2	3	
❑ Nonperformance			0	

Indicator 2: Assessment and Planning
Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, 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 entry academic 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 that are administered within 22 school days of student entry into the facility and are used to enhance employability, career, and technical instruction

2.3 developing written individual academic plans (IAPs) for all non-ESE students based on 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 student 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 developing IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs

2.5 reviewing students' academic progress toward achieving the content of their goals and objectives and (when appropriate) the revision of goals and objectives in IAPs

2.6 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 should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students, and verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students
- review student educational files, IAPs, treatment files, and other appropriate documentation
- interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students.

Clarification

Programs must administer entry assessments that are DOE approved. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status.

To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Entry assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about students' needs and abilities.

Career and technical assessments are used to determine students' career interests and assess their career and technical aptitudes. These assessments also should be used to determine student placement in career and technical programming when appropriate and to set student goals and guide students in future career decision-making. For additional information, please refer to *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs* (www.firn.edu/doe/commhome/drophome.htm) and *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doe/bin00014/progress/diagnostic.pdf).

Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement. All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities.

Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district's student 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

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

Educational Standard Two: Service Delivery

The service delivery standard is comprised of two indicators 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 student progression needs of students) designed to provide students with educational services through a substantial curriculum based on curricular offerings that provide credit and the opportunity for student progression, the *Florida Course Code Directory and Instructional Personnel Assignments*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS)

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 should review all required self-report information at a minimum and

- review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, IEPs, 504 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 student 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 has the opportunity to obtain a high school diploma through his 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

❏ Superior Performance	7	8	9
❏ Satisfactory Performance	4	5	6
❏ Partial Performance	1	2	3
❏ 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 initiation of ESE services within 11 school days of student entry into the facility, including

- reviewing current IEPs and determining whether the IEP is appropriate given the student's placement in the DJJ program

- if the IEP cannot be implemented as written, convening an IEP meeting as soon as possible

- soliciting and documenting participation from parents in ESE staffing and IEP development and mailing copies of IEPs to parents if they cannot attend the meeting

- an educational representative acting as the LEA representative who is knowledgeable of the educational resources within the local school district, meets the requirements under Section 300.344 of Title 34 of the Code of Federal Regulations for an LEA representative, and is either an employee of the school district or is authorized by contract with the school district to act as the LEA representative.

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.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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 ESE 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, and written parent notification and/or parent contact regarding an IEP review meeting.

Students participating in ESOL, Section 504, and/or related services should be provided all corresponding services according to the students' plan, including mental and physical health services. 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.

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 authorized by contract with the school district to act as the LEA.

Performance Rating

❑	Superior Performance	7	8	9
❑	Satisfactory Performance	4	5	6
❑	Partial Performance	1	2	3
❑	Nonperformance			0

Educational Standard Three: Educational Resources

The educational resources standard is comprised of three indicators 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: Collaboration
The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

Indicator 6: 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 7: 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:   Collaboration

Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high quality educational services are provided to at-risk 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.

The program facilitates collaboration through

5.1 demonstrated and documented communication between school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis

5.2 community involvement that is solicited, documented, and focused on educational and transition activities

5.3 demonstrated classroom management procedures for managing behavior that are clearly defined by both educational personnel and facility staff, and understood by all students, and include consistent use of reinforcement for positive student behavior.

Student participation in off-site community activities is not required for detention centers.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, program behavior policy, and other appropriate documentation

- interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel

- observe educational settings and faculty meetings, when possible.

Clarification

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, providers, and educational and program staff) should be ongoing and facilitate the smooth operation of the educational program.

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 within the program and mentoring/role modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in a successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Classroom management should be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

Indicator 6: 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

_6.1_ in core academic areas, must have professional or temporary state teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification

6.2 in noncore academic areas (including social, employability, and career/technical skills instructors), must be certified or, if not, 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 noncertified instructional personnel

6.3 participate in facility program orientation and a beginning teacher program when appropriate and use written professional development plans or annual teacher evaluations to foster professional growth

6.4 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, and ESE and ESOL programs.

Methods

To determine the rating should review all required self-report information at a minimum 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/language arts, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A statement of eligibility and/or an application that confirms the applicant is not eligible for certification will not fulfill the requirements of this indicator.

Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications. 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 on this topic may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf. The program should retain documentation that parents are notified by letter if their child's teacher teaches out of field for more than four weeks.

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 the 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 noncertified personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy. Schools and school districts should provide evidence that they are actively seeking qualified teachers when teaching positions are vacant or long-term substitutes are being used.

"Professional development plan" refers to district developed plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, and these plans should be used as a working document and an evaluation tool.

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 students, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertified personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training should qualify for inservice points for certification renewal.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

Indicator 7:   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, resources, and an environment that enhances their academic achievement and prepares 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

7.1   the minimum of 300 minutes of daily instruction or its weekly equivalent

7.2   an adequate number of instructional personnel and educational support personnel

7.3   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 leisure reading materials available for students (These materials should include fiction and nonfiction materials that address the characteristics and interests of adolescent readers.)

7.4   educational supplies, media materials, equipment, and technology for use by instructional personnel and students

7.5   an environment that is conducive to learning

7.6   access to the Internet for instructional purposes.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or contract, 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

Programs must provide a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction. Time for student movement is not included in the 300 minutes and should be reflected on the schedule.

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 facility; school climate; organization and management; and appropriate materials, supplies, and technology. All students should have access to computer technology in order to progress toward achieving career and/or educational goals.

Performance Rating

❏ Superior Performance   7   8   9
❏ Satisfactory Performance   4   5   6
❏ Partial Performance   1   2   3
❏ Nonperformance   0

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator that addresses the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 8: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Indicator 8:   School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports 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

8.1   the program submits all self-report information and documents to JJEEP offices in a timely manner

8.2   the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, student progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, diplomas, entry and exit assessment scores, and diplomas earned for every eligible student who attends the program

8.3   accurate attendance records are maintained in the program, and current school membership is evidenced by enrollment in the school district MIS, including documentation of student daily attendance records

8.4   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; the terms of the contract and/or the cooperative agreement are being followed

8.5   the contract manager or designee provides and documents appropriate oversight and assistance to the educational program.

There is documentation that illustrates that either the contract manager or the designated educational administrator is

8.6   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

8.7 conducting and documenting annual evaluations of the program's educational component.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or the 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

School district contract managers and/or their designees are expected to oversee and assist the educational program with ensuring that all appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. 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.

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 and may affect the program's QA score.

The contract manager should oversee the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) testing process to ensure that all eligible students take the state assessment. The program should collaborate with the school district MIS department to adjust and correct the enrollment and testing information for the 2004-2005 school year.

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.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

2004 EDUCATIONAL QUALITY ASSURANCE STANDARDS FOR DETENTION CENTERS

Educational Standard One: Transition

The transition standard is comprised of two 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 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: 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 in order 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

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

1.6 for students who are returning to the public schools, documented transmittal of students, days in attendance, current transcript, and a school district withdrawal form with grades in progress to the next educational placement at the time of exit

1.7 for students who are awaiting placement into commitment programs, documented transmittal of the students' cumulative transcripts, IEPs/IAPs/AIPs, assessment information, and school district withdrawal forms with grades in progress to the next educational placement at the time of exit.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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 assessments; and school district course schedules. Electronic files of educational records maintained on site that 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.

Students in detention centers should earn grades for every day they are enrolled in school.   The program should maintain documentation indicating that student records were transmitted directly to the next educational program. This will help ensure that a continuum of educational services is provided throughout the students' educational placement in the juvenile justice system. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement.

Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

❑ Superior Performance	7	8	9	
❑ Satisfactory Performance	4	5	6	
❑ Partial Performance	1	2	3	
❑ Nonperformance			0	

Indicator 2:   Assessment and Planning
Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, 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 entry academic 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 that are administered within 22 school days of student entry into the facility and are used to enhance employability, career, and technical instruction

2.3 developing written individual academic plans (IAPs) for all non-ESE students based on 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 student 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 developing IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs

2.5 reviewing students' academic progress toward achieving the content of their goals and objectives and (when appropriate) the revision of goals and objectives in IAPs

2.6 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 should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students, and verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students
- review student educational files, IAPs, treatment files, and other appropriate documentation
- interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students.

Clarification

Programs must administer entry assessments that are DOE approved. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status.

To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Entry assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about students' needs and abilities.

Career and technical assessments are used to determine students' career interests and assess their career and technical aptitudes. These assessments also should be used to determine student placement in career and technical programming when appropriate and to set student goals and guide students in future career decision-making. For additional information, please refer to *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs* (www.firn.edu/doe/commhome/drophome.htm) and *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doe/bin00014/progress/diagnostic.pdf).

Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement. All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities.

Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district's student 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

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

Educational Standard Two: Service Delivery

The service delivery standard is comprised of two indicators 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 student progression needs of students) designed to provide students with educational services through a substantial curriculum based on curricular offerings that provide credit and the opportunity for student progression, the *Florida Course Code Directory and Instructional Personnel Assignments*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS)

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 should review all required self-report information at a minimum and

- review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, IEPs, 504 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 student 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 has the opportunity to obtain a high school diploma through his 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

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ 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 initiation of ESE services within 11 school days of student entry into the facility, including

- reviewing current IEPs and determining whether the IEP is appropriate given the student's placement in the DJJ program

- if the IEP cannot be implemented as written, convening an IEP meeting as soon as possible

- soliciting and documenting participation from parents in ESE staffing and IEP development and mailing copies of IEPs to parents if they cannot attend the meeting

- an educational representative acting as the LEA representative who is knowledgeable of the educational resources within the local school district, meets the requirements under Section 300.344 of Title 34 of the Code of Federal Regulations for an LEA representative, and is either an employee of the school district or is authorized by contract with the school district to act as the LEA representative.

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.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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 ESE 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, and written parent notification and/or parent contact regarding an IEP review meeting.

Students participating in ESOL, Section 504, and/or related services should be provided all corresponding services according to the students' plan, including mental and physical health services. 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.

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 authorized by contract with the school district to act as the LEA.

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

Educational Standard Three: Educational Resources

The educational resources standard is comprised of three indicators 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: Collaboration
The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

Indicator 6: 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 7: 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: Collaboration
Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high quality educational services are provided to at-risk 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.

The program facilitates collaboration through

5.1 demonstrated and documented communication between school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis

5.2 community involvement that is solicited, documented, and focused on educational and transition activities

5.3 demonstrated classroom management procedures for managing behavior that are clearly defined by both educational personnel and facility staff, and understood by all students, and include consistent use of reinforcement for positive student behavior.

Student participation in off-site community activities is not required for detention centers.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, program behavior policy, and other appropriate documentation

- interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel

- observe educational settings and faculty meetings, when possible.

Clarification

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, providers, and educational and program staff) should be ongoing and facilitate the smooth operation of the educational program.

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 within the program and mentoring/role modeling are also examples of community involvement. Community

involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in a successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Classroom management should be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

Indicator 6: 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

6.1 in core academic areas, must have professional or temporary state teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification

6.2 in noncore academic areas (including social, employability, and career/technical skills instructors), must be certified or, if not, 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 noncertified instructional personnel

6.3 participate in facility program orientation and a beginning teacher program when appropriate and use written professional development plans or annual teacher evaluations to foster professional growth

6.4 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, and ESE and ESOL programs.

Methods

To determine the rating should review all required self-report information at a minimum 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/language arts, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A statement of eligibility and/or an application that confirms the applicant is not eligible for certification will not fulfill the requirements of this indicator.

Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications. 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 on this topic may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf. The program should retain documentation that parents are notified by letter if their child's teacher teaches out of field for more than four weeks.

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 the 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 noncertified personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy. Schools and school districts should provide evidence that they are actively seeking qualified teachers when teaching positions are vacant or long-term substitutes are being used.

"Professional development plan" refers to district developed plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, and these plans should be used as a working document and an evaluation tool.

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 students, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertified personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training should qualify for inservice points for certification renewal.

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

Indicator 7:   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, resources, and an environment that enhances their academic achievement and prepares 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

_7.1_   the minimum of 300 minutes of daily instruction or its weekly equivalent

7.2   an adequate number of instructional personnel and educational support personnel

7.3   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 leisure reading materials available for students (These materials should include fiction and nonfiction materials that address the characteristics and interests of adolescent readers.)

7.4   educational supplies, media materials, equipment, and technology for use by instructional personnel and students

7.5   an environment that is conducive to learning

7.6   access to the Internet for instructional purposes.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or contract, 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

Programs must provide a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction. Time for student movement is not included in the 300 minutes and should be reflected on the schedule.

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 facility; school climate; organization and management; and appropriate materials, supplies, and technology. All students should have access to computer technology in order to progress toward achieving career and/or educational goals.

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator that addresses the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 8: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Indicator 8: School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports 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

8.1 the program submits all self-report information and documents to JJEEP offices in a timely manner

8.2 the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, student progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, diplomas, entry and exit assessment scores, and diplomas earned for every eligible student who attends the program

8.3 accurate attendance records are maintained in the program, and current school membership is evidenced by enrollment in the school district MIS, including documentation of student daily attendance records

8.4 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; the terms of the contract and/or the cooperative agreement are being followed

8.5 the contract manager or designee provides and documents appropriate oversight and assistance to the educational program.

There is documentation that illustrates that either the contract manager or the designated educational administrator is

8.6 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

8.7 conducting and documenting annual evaluations of the program's educational component.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or the 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

School district contract managers and/or their designees are expected to oversee and assist the educational program with ensuring that all appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. 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.

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 and may affect the program's QA score.

The contract manager should oversee the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) testing process to ensure that all eligible students take the state assessment. The program should collaborate with the school district MIS department to adjust and correct the enrollment and testing information for the 2004-2005 school year.

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.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

2004 EDUCATIONAL QUALITY ASSURANCE STANDARDS FOR DAY TREATMENT PROGRAMS

Educational Standard One: Transition

The transition standard is comprised of three 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 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 (including ESE records), entry assessments, and student 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, 504 plans, 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

1.4 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

1.5 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 persons responsible for post placement services (i.e., receiving school, conditional release, school district transition specialist, appropriate school representative, parent, or juvenile probation officer [JPO]) prior to or by the time of exit (The exit packet shall include, at a minimum, a cumulative transcript [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, the exit plan, and copies of any vocational certificates and diplomas earned at the program.)

1.6 providing support services to ensure students' successful transition back to school (Transition services for in-county students should include contacting the receiving school, meeting with a school representative [if possible], and ensuring 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 should review all required self-report information at a minimum 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.

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 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.

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 student 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.

The program should retain evidence that all required information is being transmitted to parties responsible for the students' next educational placement. This evidence may include MIS transmittal of transcripts for in-county students, complete closed commitment files, signatures of JPOs on receipts of educational information, parents' signatures, facsimile receipts, 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 at the time of exit. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. If a parent cannot attend, participation via telephone or e-mail is permissible. Documentation of communication with the parent should be available. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement. Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

Indicator 2: Testing and Assessment

Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, 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 entry academic 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 that are administered within five school days of student entry into the facility and are used to enhance employability, career, and technical instruction

2.3 student participation in the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency)

2.4 exit academic assessment using age-appropriate and DOE-approved assessments for reading, writing or language arts, and math using the same assessment instruments used at entry (scores are provided to the school district for reporting through the MIS).

Benchmarks 2.2 and 2.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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.

Clarification

Programs must administer entry and exit assessments that are reportable to the DOE and are on the approved entry and exit assessment list. When DOE determines a new statewide assessment, programs should acquire the selected assessment to assess all students. Programs may use prior assessment results from detention centers, assignment centers, 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 nondiscriminatory with respect to culture, disability, and socioeconomic status. Unanticipated transfers should be documented to indicate that exit 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. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. 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).

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.

Programs are responsible for ensuring that all eligible students participate in FCAT testing. School districts are responsible for submitting results to the Florida Department of Education. Juvenile justice educational programs should work with their school district's accountability coordinator and MIS office to review enrollment and state assessment results in preparation for reporting AYP data.

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ 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 that are age and grade appropriate for all non-ESE students based on each student's entry assessments, past records, and post-placement goals within 15 school days of student entry into the facility (IAPs include specific, measurable, and individualized long-term goals for student 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 IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs

3.3 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, IEPs, and transition plans by an educational representative

3.4 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 plans, 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

3.5 the exit transition plan for conditional release programs and the educational portfolio from the residential commitment program. Transition goals are modified as needed, and the student is assisted with implementing the transition process.

Benchmark 3.3 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 should review all required self-report information at a minimum and

- review student educational files, 504 plans, AIPs, IAPs, IEPs, transition plans, treatment files, and other appropriate documentation
- interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students
- observe student exit staffings and treatment team meetings, when possible.

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, AIPs, and IEPs 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.

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.

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.

Parties responsible for implementing the transition plan may include the student's parents/guardians, juvenile probation officer, aftercare/reentry counselor, zoned school personnel, and/or mentors. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

Educational Standard Two: Service Delivery

The service delivery standard is comprised of four indicators 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: Reading Curriculum and Instruction
The expected outcome of this indicator is that students with reading deficiencies are identified and provided with direct reading instruction and services that address students' strengths, weaknesses, and abilities in the five construct areas of reading.

Indicator 6: 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 7: 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/language arts, math, social studies, and science curriculum as needed to address individual students' needs for student progression or high school graduation

4.2 required diploma options that include, but are not limited to, a standard, special, GED, and GED Exit Option as appropriate

4.3 a year-round curriculum (including summer school course offerings that address individual student progression needs) designed to provide students with educational services through a substantial curriculum based on (a) curricular offerings that provide credit and the opportunity for student 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)

4.4 individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on 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).

The requirements pertaining to GED, social studies, and science curricula are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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 and based on the student's individual needs and post-placement goals. Programs should prepare the student so that he or she has the opportunity to obtain a high school diploma through his or her chosen graduation program. GED preparation is different from the GED Exit Option. For appropriate use of the required GED Exit Option, refer to the DOE *GED Exit Option Procedure Manual*. GED courses may be integrated and/or modified to best suit the needs and interests of the students. Students who have earned a GED diploma should have the opportunity to participate in FCAT testing in order to obtain a high school diploma.

A substantial curriculum will be used to meet state course descriptions and will not consist only of supplemental materials. 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 student progression throughout the 250-day school year leading toward high school graduation.

A curriculum with the same content must address 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. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, direct instruction, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on learning.

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

Indicator 5:   Reading Curriculum and Instruction

Intent

The expected outcome of this indicator is that students with reading deficiencies are identified and provided with direct reading instruction and services that address students' strengths, weaknesses, and abilities in the five construct areas of reading.

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 reading instruction and services through

5.1 identifying students' reading deficiencies, based on scoring below level two on the FCAT (If FCAT results are not available, reading-deficient students are identified by scoring two or more grade levels below grade placement on entry reading assessment results.)

_**5.3**_ placement testing, direct reading instruction with progress monitoring, support services, and research-based reading curricula that are designed to address the reading goals and objectives outlined in the students' IAPs, AIPs, or IEPs

5.3 giving students opportunities for reading practice and enrichment activities

5.4 administering a diagnostic reading assessment(s) that addresses the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension to students who are not progressing (based on progress monitoring data) in the core reading curriculum (Modifying initial reading goals, objectives, and remedial strategies to address the specific areas of need identified by the diagnostic assessment[s].)

Benchmarks 5.1, 5.2, and 5.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, IAPs, AIPs, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- observe educational settings, activities, and instruction
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the student.

Clarification

Students who are not identified with reading deficiencies should be provided opportunities for reading practice and enrichment activities in their regular English/language arts or reading curriculum. Students should have frequent access to an abundant supply of leisure reading materials. These services are evaluated under Indicator 4: Academic Curriculum and Instruction.

Reading goals and objectives are developed to address specific areas of need based on assessment data. These goals should include the methods and services that will be used to meet students' reading goals. Remedial strategies should include methods and services. IAPs, AIPs, or IEPs may serve as reading plans as long as they meet all of the existing criteria.

Reading curricula should be age and grade appropriate, address the five areas of reading, and have evidence that it is effective with at-risk populations. Direct reading instruction must be provided and must include a variety of strategies to address the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A research-based reading curriculum should

- consistently contain an instructional plan to deliver explicit instruction
- have a systematic scope and sequence
- provide systemic instruction
- be used by students who have construct deficiencies
- provide comparison studies with other programs addressing the same constructs
- provide plenty of practice.

An additional reading diagnostic assessment that addresses the five construct areas should be available to assess students with identified reading deficiencies when there has been little improvement in reading skill development after reading remediation strategies have been implemented. If a student is scoring at or above grade level on the phonics portion of the reading diagnostic assessment, then the student does not have to be assessed for phonemic awareness deficiencies. For more information on reading diagnostic assessment, please refer to *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doe/bin00014/progress/diagnostic.pdf).

Performance Rating

❏ Superior Performance   7   8   9

❏ Satisfactory Performance   4   5   6

❑ Partial Performance   1   2   3

❑ Nonperformance   0

Indicator 6: 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

6.1 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

6.2 provide all students with a broad scope of career exploration and prerequisite skill training based on students' abilities, interests, and aptitudes

6.3 instruction and courses offered are for credit and follow course descriptions or are integrated into other courses already offered for credit

6.4 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 should review all required self-report information at a minimum 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.

Elementary age students are not required to participate in employability skills or hands-on career/technical and instruction. However, they should participate in career awareness 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

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

Indicator 7: 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

_7.1_ documenting the initiation of ESE services within 11 school days of student entry into the facility, including

- reviewing current IEPs and determining whether the IEP is appropriate given the student's placement in the DJJ program

- if the IEP cannot be implemented as written, convening an IEP meeting as soon as possible

- soliciting and documenting participation from parents in ESE staffing and IEP development and mailing copies of IEPs to parents if they cannot attend the meeting

- an educational representative acting as the LEA representative who is knowledgeable of the educational resources within the local school district, meets the requirements under Section 300.344 of Title 34 of the Code of Federal Regulations for an LEA representative, and is either an employee of the school district or is authorized by contract with the school district to act as the LEA representative.

_7.2_ 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.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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 ESE 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, and written parent notification and/or parent contact regarding an IEP review meeting.

Students participating in ESOL, Section 504, and/or related services should be provided all corresponding services according to the students' plan, including mental and physical health services. 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.

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 authorized by contract with the school district to act as the LEA.

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

Educational Standard Three: Educational Resources

The educational resources standard is comprised of four indicators 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 8: Collaboration
The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

Indicator 9: 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 10: 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 11: 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 8: Collaboration
Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high quality educational services are provided to at-risk 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.

The program facilitates collaboration through

8.1 demonstrated and documented communication between school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis

8.2 community involvement that is solicited, documented, and focused on educational and transition activities

8.3 demonstrated classroom management procedures for managing behavior that are clearly defined by both educational personnel and facility staff, understood by all students, and include consistent use of reinforcement for positive student behavior.

Benchmark 8.2 requirements are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, program behavior policy, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel
- observe educational settings and faculty meetings, when possible.

Clarification

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, providers, and educational and program staff) should be ongoing and facilitate the smooth operation of the educational program.

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 within the program and mentoring/role modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in a successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Classroom management should be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

Indicator 9: 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

9.1 in core academic areas, must have professional or temporary state teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification

9.2 in non-core academic areas (including social, employability, and career/technical skills instructors), must be certified or, if not, 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 noncertified instructional personnel

9.3 participate in facility program orientation and a beginning teacher program when appropriate and use written professional development plans or annual teacher evaluations to foster professional growth

9.4 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, and ESE and ESOL programs.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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/language arts, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A statement of eligibility and/or an application that confirms the applicant is not eligible for certification will not fulfill the requirements of this indicator.

Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications. 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 on this topic may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf. The program should retain documentation that parents are notified by letter if their child's teacher teaches out of field for more than four weeks.

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 the 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 noncertified personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy. Schools and school districts should provide evidence that they are actively seeking qualified teachers when teaching positions are vacant or long-term substitutes are being used.

"Professional development plan" refers to district developed plans leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, and these plans should be used as a working document and an evaluation tool.

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 students, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertified personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training should qualify for inservice points for certification renewal.

Performance Rating

- ❑ Superior Performance   7   8   9
- ❑ Satisfactory Performance   4   5   6
- ❑ Partial Performance   1   2   3
- ❑ Nonperformance   0

Indicator 10:   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, resources, and an environment that enhances their academic achievement and prepares 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

_**10.1**_ the minimum of 300 minutes of daily instruction or its weekly equivalent

10.2 an adequate number of instructional personnel and educational support personnel

10.3 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 leisure reading materials available for students. These materials should include fiction and nonfiction materials that address the characteristics and interests of adolescent readers

10.4 educational supplies, media materials, equipment, and technology for use by instructional personnel and students

10.5 an environment that is conducive to learning

10.6 access to the Internet for instructional purposes.

The reading material requirements and Internet access are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum 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

Day treatment programs may reduce the number of days of annual instruction to 230 with documented approval from local school district, DOE, and DJJ. Programs must provide a minimum of 300 minutes daily (or the weekly equivalent) of instruction. Time for student movement is not included in the 300 minutes and should be reflected on the schedule.

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. All students should have access to computer technology in order to progress toward achieving career and/or educational goals.

Performance Rating

❑ Superior Performance   7   8   9
❑ Satisfactory Performance   4   5   6
❑ Partial Performance   1   2   3
❑ Nonperformance   0

Indicator 11:   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

11.1   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

11.2   documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending 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 nonattendance
- 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. Students who have absconded from the program should be withdrawn from school according to the school district's policies related to attendance and withdrawal of truant students. Schools should use the withdrawal code of W22 or W15 (whereabouts unknown or nonattendance) for students who have absconded. 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 all attendance procedures and strategies to instructional personnel and staff. 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

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator that addresses the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 12: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Indicator 12: School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports 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

12.1   the program submits all self-report information and documents to JJEEP offices in a timely manner

12.2   the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, student progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, diplomas, entry and exit assessment scores, and diplomas earned for every eligible student who attends the program

12.3   the program participates in the AYP process and that the data accurately reflect the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) participation rate. The program must have at least a 95% state assessment participation rate according to the State's AYP calculation

12.4   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; the terms of the contract and/or the cooperative agreement are being followed.

12.5   the contract manager or designee provides and documents appropriate oversight and assistance to the educational program.

There is documentation that illustrates that either the contract manager or the designated educational administrator is

12.6   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

12.7   conducting and documenting annual evaluations of the program's educational component.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or the 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
- review FCAT participation results based on state AYP calculations.

Clarification

School district contract managers and/or their designees are expected to oversee and assist the educational program with ensuring that all appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. 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.

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 and may affect the program's QA score.

The contract manager should oversee the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) testing process to ensure that all eligible students take the state assessment. The program should collaborate with the school district MIS department to adjust and correct the enrollment and testing information for the 2004-2005 school year. Participation (at least 95%) each year is critical, not only to the current QA review, but also potentially to the following year's QA review.

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.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

DATA PROCESSING METHODS

Data Acquisition and Sources

During the course of its ongoing research activities, the Juvenile Justice Educational Enhancement Program (JJEEP) 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 JJEEP'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). JJEEP 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 date that included all offenders' identification information and all sentencing events in its Offender Based Information System (OBIS). To determine if, and when, DJJ releases in the FY2000-01 cohort had been sentenced to prison subsequent to release, it was necessary to match the cohort cases to the FDOC offender identification information. The identifiers used included last name, first name, middle initial, date of birth,

sex, race, and social security number (SSN). Various combinations of these identifiers were tested for matching accuracy, and only in those cases where there was a high degree of confidence that the youth in the cohort was, in fact, the same offender in the FDOC data was a decision made that a valid match had been obtained.

For those cohort cases that matched to the FDOC identification data, the FDOC offender identification number was used to match to the FDOC sentencing data to determine if these youths had a prison sentencing date after their DJJ release date. If so, the DJJ release date was retained as part of the cohort data and used to create indicators to determine whether the youth had been sentenced to prison and the length of time from DJJ release to a prison commitment.

FETPIP

Data from FETPIP consist of an extract provided at JJEEP's request on an annual basis. JJEEP submits a file of student SSNs, names, and dates of birth, which FETPIP matches to its database. The resultant file, which is returned to JJEEP contains the employee number, year and quarter of employment, wages for the quarter in each job held during that quarter, and total wages earned during the quarter for each student. It is important to note, however, that FETPIP only uses SSN to match records, which may result in imprecise matching.

Cleaning the DOE Survey 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 theSurvey 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 JJEEP 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 JJEEP'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:

"Cleaned" Demographic Format	→	Special Education Format	→	End-of-Year Status Format (unduplicated*)	→	Attendance Format
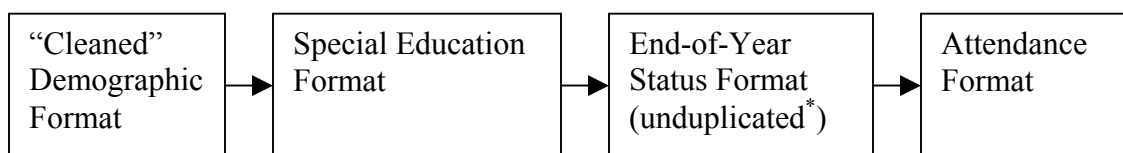
Students may attend, and even be released from, more than one DJJ school within a given school year. In keeping with the notion of longitudinal follow up, the *last* DJJ (or Volusia) school from which the student was released is selected as the cohort record. Because follow-up analyses are calculated 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.

---

[*]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
2005 QA REPORT TEMPLATE COVER PAGES

FULL QA REPORT COVER PAGES

2005 Educational Quality Assurance (QA) Review Report For Day Treatment Programs   (------- COPY)
Florida Department of Education, Bureau of Exceptional Education and Student Services; Juvenile Justice Educational Enhancement Program

Facility Name	(If New Name, Include Old Name In 2nd Shaded)	**Date of Review**		**Reviewer(s)**
School #	/ / **(LIST ALL)**	**Date of Most Recent Change in Education Provider (Since Last QA Review)**	NA (Month & Year)	
Supervising School District	County	**Program Level**	-------	

					Funded by Title I, Part A?	☐ Yes ☐ No
Operator of Educational Program	(Profit Status)	**Operator of Facility**	(Profit Status)			
Program Address		**Age Range of Students**	__ to __ years old	**(#) Students with Limited English Proficiency (LEP)**	__	**Funded by Title I, Part D?** ☐ Yes ☐ No
County of Program Location		**Range of Stay**	__ to ____ days	**Average Length of Stay**	___ days	
Mailing Address (if different from location address)		**Maximum Capacity**	__			**Reading Curriculum Used**

Lead Educator		**Phone** NA	**Fax** NA	**E-mail** NA		
Facility Director		**Phone** NA	**Fax** NA	**E-mail** NA	**School District Consultative Services**	ESE ☐ Yes ☐ No
School District DJJ Contact		**Phone** NA	**Fax** NA	**E-mail** NA		Guidance ☐ Yes ☐ No
Serves	Males ☐ Yes / __ (#) ☐ No / Females ☐ Yes / __ (#) ☐ No	**(#) Teacher Aides/ Paraprofessionals** F/T __ P/T	**Student to Teacher Ratio**	__:1 Average / __:1 Maximum		ESOL ☐ Yes ☐ No

(#) Students at Time of QAR	__ Head Count __ HSD/GED __ School Registered __ DJJ	**Ethnicity of Students**		
		White Non-Hispanic (#) __	Hispanic (all races) (#) __	Other (#) __
		Black Non-Hispanic (#) __	American Indian or Alaskan Native (#) __	Total (#) __
		Asian or Pacific Islander (#) __	Multiracial (#) __	

(#) Students Identified with Reading Disabilities	__	**Total # of Students in ESE programs**	__	**ESE Service Delivery Model**			
Reading Screener		**(#) Students in ESE Programs** (by primary disability)	EH __ MH __ / SED __ SLD __ / SLI __ OHI __ / Other: __	Self-Contained ☐	Collaboration/ Consultation ☐	No ESE Services Provided ☐	
Reading Diagnostic(s)				Resource ☐	Inclusion ☐		

SCORES

Are there other DJJ programs on this site that are part of this review? ☐ Yes ☐ No
If yes, indicate:

DAY TREATMENT PROGRAMS EDUCATIONAL INDICATORS	AVERAGE FOR STANDARD	PERFORMANCE INDICATOR 0 - 9		Program	School #	Max Capacity	Type	Level
Indicator 1: Transition Services								
Indicator 2: Testing and Assessment								
Indicator 3: Student Planning								
Indicator 4: Academic Curriculum and Instruction				Are there other DJJ schools at this location that will receive a separate report? ☐Yes ☐ No If yes, indicate for each of the programs:				
Indicator 5: Reading Curriculum and Instruction				Program	School#	Max Capacity	Type	Level
Indicator 6: Employability, Career, and Technical Curriculum and Instruction								
Indicator 7: ESE and Related Services								
Indicator 8: Collaboration								
Indicator 9: Educational Personnel Qualifications and Professional Development								
Indicator 10: Learning Environment and Resources								
Indicator 11: Student Attendance								
OVERALL AVERAGE SCORE FOR PROGRAM								
The score for contract management indicator 12 does not affect the overall average score for the program. It reflects the responsibility of the local school district.				*A corrective action plan (CAP), as required by Rule 6A-6.05281(10), FAC:* ☐ *is not required.* ☐ *is required.*				
Indicator 12: School District Monitoring, Accountability, and Evaluation								

2005 Educational Quality Assurance (QA) Review Report For Detention Centers   (------- COPY)

Florida Department of Education, Bureau of Exceptional Education and Student Services; Juvenile Justice Educational Enhancement Program

Facility Name	(If New Name, Include Old Name in 2nd Shaded)		**Date of Review**		**Reviewer(s)**
School #	/ / **(LIST ALL)**				
Supervising School District	County		**Date of Most Recent Change in Education Provider (Since Last QA Review)**	N/A	

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
Mailing Address (If different from location address)		**Range of Stay**	___ to ___ days	**Average Length of Stay**	___ days
County of Program Location					

School District Consultative Services
- ESE: ☐ Yes ☐ No
- Guidance: ☐ Yes ☐ No
- ESOL: ☐ Yes ☐ No

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	(#) Teacher Aides/ Paraprofessionals		Student to Teacher Ratio		Serves		Reading Curriculum Used
___ Head Count		F/T ___	___:1 Average		Males ___ (#)	☐ Yes ☐ No	
___ HSD/GED							
___ School Registered		P/T ___	___:1 Maximum		Females ___ (#)	☐ Yes ☐ No	
___ DJJ							

Total # of Students in ESE programs	___	(#) Students in ESE Programs (by primary disability)	___ EH ___ MH ___ SED ___ SLD ___ SLI ___ OHI ___ Other:	Self-Contained ☐ Resource ☐	Collaboration/ Consultation ☐ Inclusion ☐	No ESE Services Provided ☐

Ethnicity of Students

___ White Non-Hispanic	___ Black Non-Hispanic	___ Hispanic (all races)	___ Asian or Pacific Islander	___ American Indian or Alaskan Native	___ Multiracial	___ Other	___ ttl

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			***OVERALL AVERAGE SCORE FOR PROGRAM***		
Indicator 2: Assessment and Planning			*The score for contract management indicator 8 does not affect the overall average score for the program. It reflects the responsibility of the local school district.*		
Indicator 3: Curriculum and Instruction			Indicator 8: School District Monitoring, Accountability, and Evaluation		
Indicator 4: ESE and Related Services					
Indicator 5: Collaboration					
Indicator 6: Educational Personnel Qualifications and Professional Development			***A corrective action plan (CAP), as required by Rule 6A-6.05281(10), FAC:*** ☐ *is not required.* ☐ *is required.*		
Indicator 7: Learning Environment and Resources					

2005 Educational Quality Assurance (QA) Review Report For Residential Programs   (------- COPY)

Florida Department of Education, Bureau of Exceptional Education and Student Services; Juvenile Justice Educational Enhancement Program

School Name	(If New Name, Include Old Name In 2nd Shaded)	**Date of Review**		**Reviewer(s)**
School #(s)	/ / (LIST ALL)	**Date of Most Recent Change in Education Provider Since Last QA Review**	N/A (Month & Year)	
Supervising School District	County	**Program Type** ---------	**Security Level(s)** ------- ------- -------	**Vocational Type** ---
Operator of Educational Program	(Profit Status)	**Operator of Facility** (Profit Status)	**Funded by Title I, Part A?** ☐ Yes ☐ No
County of Program Location	**Age Range of Students** — to — years old	**(#) Students with Limited English Proficiency (LEP)** —	**Funded by Title I, Part D?** ☐ Yes ☐ No
Program Address	**Range of Stay** — to ___ days	**Average Length of Stay** ___ days	**Reading Curriculum Used**
Mailing Address (If different from location address)	N/A	**Maximum Capacity** ___	

Lead Educator		**Phone** N/A	**Fax** N/A	**E-mail** N/A		**School District Consultative Services**	**ESE** ☐ Yes ☐ No
Facility Director		**Phone** N/A	**Fax** N/A	**E-mail** N/A			**Guidance** ☐ Yes ☐ No
School District DJJ Contact		**Phone** N/A	**Fax** N/A	**E-mail** N/A			
Serves	Males ☐ Yes / ___ (#) ☐ No / Females ☐ Yes / ___ (#) ☐ No	**(#) Teacher Aides/ Paraprofessionals** ___ F/T ___ P/T	**Student to Teacher Ratio** ___:1 Average ___:1 Maximum				**ESOL** ☐ Yes ☐ No

(#) Students at Time of QAR

___ Head Count		**Ethnicity of Students**		
___ HSD/GED	___ White Non-Hispanic (#)	___ Hispanic (all races) (#)	___ Other (#)	
___ School Registered	___ Black Non-Hispanic (#)	___ American Indian or Alaskan Native (#)	___ Total (#)	
___ DJJ	___ Asian or Pacific Islander (#)	___ Multiracial (#)		

(#) Students Identified with Reading Deficiencies ___	**(#) ESE Students (by primary disability)**	___ EH ___ MH ___ SED ___ SLD ___ SLI ___ OHI ___ Other:	**ESE Service Delivery Model**
Reading Screener			Self-Contained ☐ Collaboration Consultation ☐ No ESE Services Provided ☐
Reading Diagnostic Assessment(s)		**Total # of ESE Students** ___	Resource ☐ Inclusion ☐

SCORES			Are there other DJJ programs on this site that are part of this report? (Multiple security levels=multiple programs) ☐Yes ☐No If yes, indicate:

RESIDENTIAL COMMITMENT EDUCATIONAL INDICATORS	AVERAGE FOR STANDARD	PERFORMANCE INDICATOR 0 - 9	Program	School #	Max. Capacity	Type	Level
Indicator 1: Transition Services							
Indicator 2: Testing and Assessment							
Indicator 3: Student Planning							
Indicator 4: Academic Curriculum and Instruction			**Are there other JJ schools at this location that will receive a separate report?** ☐Yes ☐No If yes, indicate for each of the programs:				
Indicator 5: Reading Curriculum and Instruction			Program	School#	Max. Capacity	Type	Level
Indicator 6: Employability, Career, and Technical Curriculum and Instruction							
Indicator 7: ESE and Related Services							
Indicator 8: Collaboration							
Indicator 9: Educational Personnel Qualifications and Professional Development							
Indicator 10: Learning Environment and Resources							
OVERALL AVERAGE SCORE FOR PROGRAM							

The score for contract management indicator 11 does not affect the overall average score for the program. It reflects the responsibility of the local school district.

A corrective action plan (CAP), as required by Rule 6A-6.05281(10), FAC: ☐ *is not required.*   ☐ *is required.*

Indicator 11: School District Monitoring, Accountability, and Evaluation		

EXEMPLARY I QA REPORT COVER PAGES

2005 Educational Quality Assurance (QA) Review Report For EXEMPLARY I Day Treatment Programs   (------- COPY)
Florida Department of Education, Bureau of Exceptional Education and Student Services; Juvenile Justice Educational Enhancement Program

Facility Name	(If New Name, Include Old Name In 2nd Shaded)		**Date of Review**		**Reviewer(s)**
School #	/ / **(LIST ALL)**	**Date of Most Recent Change in Education Provider (Since Last QA Review)**	NA (Month & Year)	
Supervising School District	County		**Program Level**	-------	

Operator of Educational Program	(Profit Status)	**Operator of Facility**	(Profit Status)	**Funded by Title I, Part A?**	☐ Yes ☐ No
Program Address		**Age Range of Students** __ to __ years old	**(#) Students with Limited English Proficiency (LEP)** __	**Funded by Title I, Part D?**	☐ Yes ☐ No
County of Program Location		**Range of Stay** __ to ___ days	**Average Length of Stay** ___ days	**Reading Curriculum Used**	
Mailing Address (if different from location address)		**Maximum Capacity** __			

Lead Educator		**Phone** NA	**Fax** NA	**E-mail** NA			
Facility Director		**Phone** NA	**Fax** NA	**E-mail** NA	**School District Consultative Services**	ESE ☐ Yes / ☐ No	
School District DJJ Contact		**Phone** NA	**Fax** NA	**E-mail** NA		Guidance ☐ Yes / ☐ No	
Serves	Males ☐ Yes / __ (#) ☐ No / Females ☐ Yes / __ (#) ☐ No	**(#) Teacher Aides/ Paraprofessionals** F/T __ P/T __	**Student to Teacher Ratio**	__:1 Average / __:1 Maximum		ESOL ☐ Yes / ☐ No	

(#) Students at Time of QAR

__ Head Count	**Ethnicity of Students**
__ HSD/GED	__ White Non-Hispanic (#) __ Hispanic (all races) (#) __ Other (#)
__ School Registered	__ Black Non-Hispanic (#) __ American Indian or Alaskan Native (#) __ Total (#)
__ DJJ	__ Asian or Pacific Islander (#) __ Multiracial (#)

(#) Students Identified with Reading Disabilities	__	**Total # of Students in ESE programs**	__	**ESE Service Delivery Model**	
Reading Screener		**(#) Students in ESE Programs** (by primary disability)	__ EH __ MH / __ SED __ SLD / __ SLI __ OHI / __ Other:	Self-Contained ☐ Resource ☐	Collaboration/Consultation ☐ Inclusion ☐ No ESE Services Provided ☐
Reading Diagnostic(s)					

Are there other DJJ programs on this site that are part of this report? (Multiple security levels=multiple programs) ☐Yes ☐No If yes, indicate:					Are there other JJ schools at this location that will receive a separate report? ☐Yes ☐No If yes, indicate for each of the programs:				
Program	School #	Max. Capacity	Type	Level	Program	School #	Max. Capacity	Type	Level

METHODOLOGY

Persons Interviewed	☐ Lead Educator for **Self-Report** Telephone **Interview** ☐ School District Contact for **Self-Report** Telephone **Interview** ☐ Others: None	**Documents Reviewed**	☐ Previous Year's QA Review Report ☐ Self-Report Data Survey ☐ Cooperative Agreement ☐ Purchase Service/Operating Contract ☐ Quarterly Expenditure Report ☐ Most Recent Program Evaluation Materials	☐ Annual School Calendar ☐ Bell Schedule ☐ Guidance Forms ☐ Certification Materials ☐ Others: None

2005 Educational Quality Assurance (QA) Review Report For EXEMPLARY I Detention Centers (------- COPY)

Florida Department of Education, Bureau of Exceptional Education and Student Services; Juvenile Justice Educational Enhancement Program

Facility Name	(If New Name, Include Old Name in 2nd Shaded)		**Date of Review**		**Reviewer(s)**
School #	/ / (LIST ALL)				
Supervising School District	County		**Date of Most Recent Change in Education Provider (Since Last QA Review)**	N/A	

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	
Mailing Address (If different from location address)		**Range of Stay**	___ to ___ days	**Average Length of Stay**	___ days	**School District Consultative Services** — ESE ☐ Yes ☐ No — Guidance ☐ Yes ☐ No — ESOL ☐ Yes ☐ No
County of Program Location						
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 ___ HSD/GED ___ School Registered ___ DJJ	**(#) Teacher Aides/ Paraprofessionals**	___ F/T ___ P/T	**Student to Teacher Ratio**	___:1 Average ___:1 Maximum	**Serves**	Males ☐ Yes ☐ No ___ (#) Females ☐ Yes ☐ No ___ (#)	**Reading Curriculum Used**

Total # of Students in ESE programs	___	**(#) Students in ESE Programs** (by primary disability)	___ EH ___ MH ___ SED ___ SLD ___ SLI ___ OHI ___ Other:	Self-Contained ☐ Resource ☐	Collaboration/ Consultation ☐ Inclusion ☐	No ESE Services Provided ☐

Ethnicity of Students						
___ White Non-Hispanic	___ Black Non-Hispanic	___ Hispanic (all races)	___ Asian or Pacific Islander	___ American Indian or Alaskan Native	___ Multiracial	___ Other

Are there other DJJ programs on this site that are part of this report? (Multiple security levels=multiple programs) ☐Yes ☐No If yes, indicate:

Are there other JJ schools at this location that will receive a separate report? ☐Yes ☐No If yes, indicate for each of the programs:

Program	School #	Max. Capacity	Type	Level	Program	School #	Max. Capacity	Type	Level

METHODOLOGY

Persons Interviewed	☐ Lead Educator for **Self-Report** Telephone **Interview** ☐ School District Contact for **Self-Report** Telephone **Interview** ☐ Others: None	**Documents Reviewed**	☐ Previous Year's QA Review Report ☐ Self-Report Data Survey ☐ Cooperative Agreement ☐ Purchase Service/Operating Contract ☐ Quarterly Expenditure Report ☐ Most Recent Program Evaluation Materials	☐ Annual School Calendar ☐ Bell Schedule ☐ Guidance Forms ☐ Certification Materials ☐ Others: None

2005 Educational Quality Assurance (QA) Review Report For EXEMPLARY I Residential Programs   (------- COPY)

Florida Department of Education, Bureau of Exceptional Education and Student Services; Juvenile Justice Educational Enhancement Program

School Name	(If New Name, Include Old Name In 2nd Shaded)	**Date of Review**		**Reviewer(s)**
School #(s)	/ / **(LIST ALL)**	**Date of Most Recent Change in Education Provider Since Last QA Review**	NA (Month & Year)	

Supervising School District	County	**Program Type**	--------	**Security Level(s)**	------- ------- -------	**Vocational Type** ___
Operator of Educational Program	(Profit Status)		**Operator of Facility**	(Profit Status)		**Funded by Title I, Part A?** ☐ Yes ☐ No
County of Program Location		**Age Range of Students**	___ to ___ years old	**(#) Students with Limited English Proficiency (LEP)** ___		**Funded by Title I, Part D?** ☐ Yes ☐ No
Program Address		**Range of Stay**	___ to _____ days	**Average Length of Stay**	___ days	**Reading Curriculum Used**
Mailing Address (If different from location address)		**Maximum Capacity**	___			

Lead Educator		**Phone** NA	**Fax** NA	**E-mail** NA		
Facility Director		**Phone** NA	**Fax** NA	**E-mail** NA		**School District Consultative Services**
School District DJJ Contact		**Phone** NA	**Fax** NA	**E-mail** NA		

School District Consultative Services	ESE ☐ Yes ☐ No
	Guidance ☐ Yes ☐ No
	ESOL ☐ Yes ☐ No

Serves	Males (#)___ ☐ Yes ☐ No Females (#)___ ☐ Yes ☐ No	**(#) Teacher Aides/ Paraprofessionals** ___ F/T ___ P/T	**Student to Teacher Ratio**	___:1 Average ___:1 Maximum

(#) Students at Time of QAR

___ Head Count	**Ethnicity of Students**				
___ HSD/GED	___ White Non-Hispanic (#)	___ Hispanic (all races) (#)	___ Other (#)		
___ School Registered	___ Black Non-Hispanic (#)	___ American Indian or Alaskan Native (#)	___ Total (#)		
___ DJJ	___ Asian or Pacific Islander (#)	___ Multiracial (#)			

(#) Students Identified with Reading Deficiencies ___	**Total # of Students in ESE Programs** ___	___ EH ___ MH	**ESE Service Delivery Model**		
Reading Screener	**(#) Students in ESE Programs** (by primary disability)	___ SED ___ SLD ___ SLI ___ OHI ___ Other:	Self-Contained ☐ Resource ☐	Collaboration Consultation ☐ Inclusion ☐	No ESE Services Provided ☐
Reading Diagnostic Assessment(s)					

Are there other DJJ programs on this site that are part of this report? (Multiple security levels=multiple programs) ☐Yes ☐No **If yes, indicate:**

Program	School #	Max. Capacity	Type	Level

Are there other JJ schools at this location that will receive a separate report? ☐Yes ☐No **If yes, indicate for each of the programs:**

Program	School #	Max. Capacity	Type	Level

METHODOLOGY

Persons Interviewed	☐ Lead Educator for **Self-Report** Telephone **Interview** ☐ School District Contact for **Self-Report** Telephone **Interview** ☐ Others: None	**Documents Reviewed**	☐ Previous Year's QA Review Report ☐ Self-Report Data Survey ☐ Cooperative Agreement ☐ Purchase Service/Operating Contract ☐ Quarterly Expenditure Report ☐ Most Recent Program Evaluation Materials ☐ Annual School Calendar ☐ Bell Schedule ☐ Guidance Forms ☐ Certification Materials ☐ Others: None

EXEMPLARY II QA REPORT COVER PAGES

2005 Educational Quality Assurance (QA) Review Report For EXEMPLARY II Day Treatment Programs (------- COPY)

Florida Department of Education, Bureau of Exceptional Education and Student Services; Juvenile Justice Educational Enhancement Program

Facility Name	(If New Name, Include Old Name In 2nd Shaded)		**Date of Review**	**Reviewer(s)**
School #	/ / (LIST ALL)		**Date of Most Recent Change in Education Provider (Since Last QA Review)** — NA (Month & Year)	
Supervising School District	County		**Program Level** -------	

Operator of Educational Program	(Profit Status)	**Operator of Facility**	(Profit Status)		**Funded by Title I, Part A?** ☐ Yes ☐ No
Program Address		**Age Range of Students** __ to __ years old	**(#) Students with Limited English Proficiency (LEP)** —		**Funded by Title I, Part D?** ☐ Yes ☐ No
County of Program Location		**Range of Stay** __ to ____ days	**Average Length of Stay** ___ days		**Reading Curriculum Used**
Mailing Address (if different from location address)		**Maximum Capacity** __			

Lead Educator		**Phone** NA	**Fax** NA	**E-mail** NA		
Facility Director		**Phone** NA	**Fax** NA	**E-mail** NA	**School District Consultative Services**	ESE ☐ Yes ☐ No
School District DJJ Contact		**Phone** NA	**Fax** NA	**E-mail** NA		Guidance ☐ Yes ☐ No
Serves	Males ☐ Yes / ___ (#) ☐ No / Females ☐ Yes / ___ (#) ☐ No	**(#) Teacher Aides/ Paraprofessionals** F/T / P/T	**Student to Teacher Ratio**	__:1 Average / __:1 Maximum		ESOL ☐ Yes ☐ No

(#) Students at Time of QAR	___ Head Count / ___ HSD/GED / ___ School Registered / ___ DJJ	**Ethnicity of Students**

Ethnicity of Students		
___ White Non-Hispanic (#)	___ Hispanic (all races) (#)	___ Other (#)
___ Black Non-Hispanic (#)	___ American Indian or Alaskan Native (#)	___ Total (#)
___ Asian or Pacific Islander (#)	___ Multiracial (#)	

(#) Students Identified with Reading Disabilities ___	**Total # of Students in ESE programs** ___	**ESE Service Delivery Model**	
Reading Screener	**(#) Students in ESE Programs** (by primary disability)	___ EH ___ MH / ___ SED ___ SLD / ___ SLI ___ OHI / ___ Other:	Self-Contained ☐ Collaboration/Consultation ☐ / Resource ☐ Inclusion ☐ No ESE Services Provided ☐
Reading Diagnostic(s)			

Are there other DJJ programs on this site that are part of this review? ☐ Yes ☐ No
If yes, indicate:

Program	School #	Max Capacity	Type	Level

Are there other DJJ schools at this location that will receive a separate report? ☐ Yes ☐ No
If yes, indicate for each of the programs:

Program	School#	Max Capacity	Type	Level

DAY TREATMENT PROGRAMS EDUCATIONAL CRITICAL BENCHMARKS	PASS/FAIL RESULTS		
Benchmark 1.1: Enrollment	Pass ☐	Fail ☐	N/A ☐
Benchmark 2.1: Entry Academic Assessment	Pass ☐	Fail ☐	N/A ☐
Benchmark 3.1: IAPs	Pass ☐	Fail ☐	N/A ☐
Benchmark 3.2: IEPs	Pass ☐	Fail ☐	N/A ☐
Benchmark 4.1: Individualized Curriculum	Pass ☐	Fail ☐	N/A ☐
Benchmark 5.2: Direct Reading Instruction	Pass ☐	Fail ☐	N/A ☐
Benchmark 7.1: ESE Service Delivery	Pass ☐	Fail ☐	N/A ☐
Benchmark 7.2: Support Services	Pass ☐	Fail ☐	N/A ☐
Benchmark 8.2: Community Involvement	Pass ☐	Fail ☐	N/A ☐
Benchmark 9.1: Core Academic Teacher Certification	Pass ☐	Fail ☐	N/A ☐
Benchmark 10.1: 300 Minutes of Daily Instruction	Pass ☐	Fail ☐	N/A ☐

The following benchmarks reflect the responsibility of the local school district.

Benchmark 12.2: Data Management	Pass ☐	Fail ☐	N/A ☐
Benchmark 12.3: AYP Participation	Pass ☐	Fail ☐	N/A ☐
Benchmark 12.5: Contract Manager Oversight	Pass ☐	Fail ☐	N/A ☐

A full QA follow-up review: ☐ *is not required.*   ☐ *is required.*

2005 Educational Quality Assurance (QA) Review Report For EXEMPLARY II Detention Centers   (------- COPY)
Florida Department of Education, Bureau of Exceptional Education and Student Services; Juvenile Justice Educational Enhancement Program

Facility Name	(If New Name, Include Old Name in 2nd Shaded)	**Date of Review**		**Reviewer(s)**
School #	/ / **(LIST ALL)**			
Supervising School District	County	**Date of Most Recent Change in Education Provider (Since Last QA Review)**	N/A	

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

Mailing Address (If different from location address) | | **Range of Stay** | ___ to ___ days | **Average Length of Stay** | ___ days

School District Consultative Services	ESE	☐ Yes ☐ No
	Guidance	☐ Yes ☐ No
	ESOL	☐ Yes ☐ No

County of Program Location

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 ___ HSD/GED ___ School Registered ___ DJJ | **(#) Teacher Aides/ Paraprofessionals** | ___ F/T ___ P/T | **Student to Teacher Ratio** | ___:1 Average ___:1 Maximum | **Serves** | Males ☐ Yes ___ (#) ☐ No Females ☐ Yes ___ (#) ☐ No | **Reading Curriculum Used** | |

| **Total # of Students in ESE programs** | ___ | **(#) Students in ESE Programs (by primary disability)** | ___ EH ___ MH ___ SED ___ SLD ___ SLI ___ OHI ___ Other: | Self-Contained ☐ Resource ☐ | Collaboration/Consultation ☐ Inclusion ☐ | No ESE Services Provided ☐ |

Ethnicity of Students
___ White Non-Hispanic | ___ Black Non-Hispanic | ___ Hispanic (all races) | ___ Asian or Pacific Islander | ___ American Indian or Alaskan Native | ___ Multiracial | ___ Other

DETENTION CENTER EDUCATIONAL CRITICAL BENCHMARKS	PASS/FAIL RESULTS			DETENTION CENTER EDUCATIONAL CRITICAL BENCHMARKS	PASS/FAIL RESULTS		
Benchmark 1.1: Enrollment	PASS ☐	FAIL ☐	N/A ☐	*The following benchmarks reflect the responsibility of the local school district.*			
Benchmark 2.1: Entry Academic Assessment	PASS ☐	FAIL ☐	N/A ☐	Benchmark 8.2: Data Management	PASS ☐	FAIL ☐	N/A ☐
Benchmark 2.3: IAP Development	PASS ☐	FAIL ☐	N/A ☐	Benchmark 8.5: Contract Management Oversight	PASS ☐	FAIL ☐	N/A ☐
Benchmark 2.4: IEPs	PASS ☐	FAIL ☐	N/A ☐				
Benchmark 3.1: Year-Round Curriculum	PASS ☐	FAIL ☐	N/A ☐				
Benchmark 4.1: ESE Procedures	PASS ☐	FAIL ☐	N/A ☐				
Benchmark 4.2: ESE Services	PASS ☐	FAIL ☐	N/A ☐	*A full follow-up review:* ☐ *is not required.* ☐ *is required.*			
Benchmark 6.1: Teacher Certification	PASS ☐	FAIL ☐	N/A ☐				
Benchmark 7.1: Adequate Instructional Time	PASS ☐	FAIL ☐	N/A ☐				

2005 Educational Quality Assurance (QA) Review Report For EXEMPLARY II Residential Programs   (------- COPY)
Florida Department of Education, Bureau of Exceptional Education and Student Services; Juvenile Justice Educational Enhancement Program

School Name	(If New Name, Include Old Name In 2nd Shaded)			**Date of Review**		**Reviewer(s)**	
School #(s)	/ / **(LIST ALL)**			**Date of Most Recent Change in Education Provider Since Last QA Review**	NA (Month & Year)		
Supervising School District	County	**Program Type**	--------	**Security Level(s)**	------- ------- -------	**Vocational Type**	---
Operator of Educational Program	(Profit Status)		**Operator of Facility**	(Profit Status)		**Funded by Title I, Part A?**	☐ Yes ☐ No
County of Program Location		**Age Range of Students**	__ to __ years old	**(#) Students with Limited English Proficiency (LEP)**	__	**Funded by Title I, Part D?**	☐ Yes ☐ No
Program Address		**Range of Stay**	__ to ____ days	**Average Length of Stay**	__ days	**Reading Curriculum Used**	
Mailing Address (If different from location address)		**Maximum Capacity**	___				

Lead Educator		**Phone** NA	**Fax** NA	**E-mail** NA		
Facility Director		**Phone** NA	**Fax** NA	**E-mail** NA	**School District Consultative Services**	**ESE** ☐ Yes ☐ No
School District DJJ Contact		**Phone** NA	**Fax** NA	**E-mail** NA		**Guidance** ☐ Yes ☐ No

Serves	Males ☐ Yes __ (#) ☐ No	**(#) Teacher Aides/ Paraprofessionals**	__ F/T	**Student to Teacher Ratio**	__ :1 Average	
	Females ☐ Yes __ (#) ☐ No		__ P/T		__ :1 Maximum	**ESOL** ☐ Yes ☐ No

(#) Students at Time of QAR	___ Head Count ___ HSD/GED ___ School Registered ___ DJJ	**Ethnicity of Students**		
		___ White Non-Hispanic (#)	___ Hispanic (all races) (#)	___ Other (#)
		___ Black Non-Hispanic (#)	___ American Indian or Alaskan Native (#)	___ Total (#)
		___ Asian or Pacific Islander (#)	___ Multiracial (#)	

(#) Students Identified with Reading Deficiencies	__	**Total # of Students in ESE Programs**	__	**ESE Service Delivery Model**				
Reading Screener		**(#) Students in ESE Programs** (by primary disability)	__ EH __ MH ___ SED ___ SLD ___ SLI ___ OHI ___ Other:	Self-Contained ☐	Collaboration Consultation ☐	No ESE Services Provided ☐
Reading Diagnostic Assessment(s)				Resource ☐	Inclusion ☐	

Are there other DJJ programs on this site that are part of this report? (Multiple security levels=multiple programs) ☐Yes ☐No   **If yes, indicate:**

RESIDENTIAL COMMITMENT EDUCATIONAL CRITICAL BENCHMARKS	PASS/FAIL RESULTS		Program	School #	Max. Capacity	Type	Level
Benchmark *1.1*: Enrollment	Pass ☐ Fail ☐ N/A ☐						
Benchmark *2.1*: Entry Academic Assessment	Pass ☐ Fail ☐ N/A ☐						
Benchmark *3.1*: IAPs	Pass ☐ Fail ☐ N/A ☐						
Benchmark *3.2*: IEPs	Pass ☐ Fail ☐ N/A ☐		**Are there other JJ schools at this location that will receive a separate report?** ☐Yes ☐No **If yes, indicate for each of the programs:**				
Benchmark *4.1*: Individualized Academic Curriculum	Pass ☐ Fail ☐ N/A ☐		Program	School#	Max. Capacity	Type	Level
Benchmark *5.2*: Direct Reading Instruction	Pass ☐ Fail ☐ N/A ☐						
Benchmark *7.1*: ESE Service Delivery	Pass ☐ Fail ☐ N/A ☐						
Benchmark *7.2*: Support Services	Pass ☐ Fail ☐ N/A ☐						
Benchmark *9.1*: Core Academic Area Teaching Certification	Pass ☐ Fail ☐ N/A ☐						
Benchmark *10.1*: 300 Minutes of Daily Instruction	Pass ☐ Fail ☐ N/A ☐						
The following benchmarks reflect the responsibility of the local school district.							
Benchmark *11.2*: Data Management	Pass ☐ Fail ☐ N/A ☐						
Benchmark *11.4*: AYP Participation	Pass ☐ Fail ☐ N/A ☐		*A full QA follow-up review:* ☐ *is not required.* ☐ *is required.*				
Benchmark *11.6*: Contract Manager Oversight	Pass ☐ Fail ☐ N/A ☐						

Table F-1: 2005 QA Review Scores for Each Indicator and Overall Mean Scores for Day Treatment Programs

Program Name	School District	1 2 3 4	5	6 7	8	9 10	11	12	Program. Mean
DAY TREATMENT									
PACE Volusia-Flagler	Volusia	8 7 8 8	7	7 7	8	6 8	7	7	7.36
PACE Orange	Orange	7 7 7 7	6	7 7	7	6 7	7	7	6.82
PACE Duval	Duval	7 7 7 7	7	7 7	7	5 6	7	7	6.73
PACE Broward	Broward	8 3 8 6	N/A	7 8	N/A	5 7	7	8	6.67
New Port Richey Marine Institute	Pasco	7 3 7 7	N/A	7 7	N/A	7 7	6	7	6.56
PACE Pinellas	Pinellas	7 2 8 6	N/A	8 7	N/A	6 8	7	7	6.56
PACE Marion	Marion	8 7 3 8	7	7 5	8	5 7	7	7	6.55
PACE Immokalee	Collier	7 7 3 7	7	7 7	8	4 7	7	7	6.45
PACE Pasco	Pasco	7 4 5 7	7	8 4	8	6 7	6	7	6.36
Boley Young Adult Program	Pinellas	7 4 6 7	5	7 5	7	7 7	5	7	6.27
PACE Alachua	Alachua	5 5 5 7	7	7 7	7	5 7	6	7	6.27
PACE Escambia	Escambia	7 7 4 5	6	6 6	8	5 4	7	7	6.18
PACE Hillsborough	Hillsborough	7 6 7 7	7	7 2	7	4 7	3	7	6.18
Emerald Coast Marine Institute	Okaloosa	6 7 7 5	5	5 6	7	5 6	7	7	6.09
Jacksonville Youth Center	Duval	7 7 6 7	5	6 4	7	5 6	3	7	6.09
Escambia Bay Marine Institute	Escambia	7 7 7 5	3	5 7	7	5 4	7	7	5.82
PACE Palm Beach	Palm Beach	5 6 6 6	3	7 7	8	4 5	5	7	5.82
Dade Marine Institute – North	Dade	7 7 7 5	4	5 7	5	5 4	7	7	5.73
PACE Treasure Coast (St. Lucie)	St. Lucie	6 5 6 5	5	7 5	7	5 5	7	7	5.73
PACE Polk	Polk	7 5 7 5	5	5 5	7	4 5	6	7	5.64
PACE Leon	Leon	7 7 3 5	2	7 7	7	4 5	5	7	5.55
PACE Upper Keys	Monroe	5 7 5 7	5	7 4	5	4 5	5	7	5.55
PACE Lower Keys	Monroe	6 3 3 7	7	6 3	7	3 6	5	7	5.17
Rainwater Center for Girls	Brevard	4 5 4 4	4	5 7	6	5 6	5	5	5.00
Jacksonville Marine Institute - East	Duval	4 4 4 4	4	7 4	7	4 5	4	7	4.91
Silver River Marine Institute	Marion	7 7 3 4	2	5 6	5	3 4	4	7	4.82
Pinellas Marine Institute	Pinellas	7 7 7 4	1	4 4	5	2 4	6	7	4.73
PACE Manatee	Manatee	5 4 3 5	5	5 5	5	5 3	5	7	4.72
Gulf Coast Marine Institute - South	Sarasota	4 4 4 4	3	7 7	5	4 5	5	4	4.64
Orlando Marine Institute	Orange	5 5 5 4	4	5 6	5	4 5	6	3	4.64

Program Name	School District	Indicators (see key)												
PACE Dade	Dade	6	5	2	4	4	5	7	5	4	5	7	4	4.64
Florida Ocean Science Institute	Broward	5	5	5	4	4	4	4	5	4	5	7	5	4.55
Gainesville Wilderness Institute	Alachua	6	3	3	4	5	5	3	5	4	5	4	5	4.36
Panama City Marine Institute	Bay	3	6	3	4	3	4	7	4	2	6	4	5	4.27
Palm Beach Marine Institute	Palm Beach	4	5	2	3	5	5	4	5	3	4	8	6	4.18
Tallahassee Marine Institute	Leon	5	5	3	4	2	4	4	4	3	4	5	7	4.10
Southwest Florida Marine Institute	Lee	3	4	4	4	3	4	2	6	4	4	5	7	4.09
Tampa Marine Institute	Hillsborough	7	5	4	4	3	4	2	5	2	3	5	5	4.00
Gulf Coast Marine Institute - North	Manatee	4	5	5	1	3	5	5	4	4	1	3	5	3.81
Eckerd Leadership Program	Pinellas	1	2	2	1	5	2	3	4	4	2	2	4	3.50
Central Florida Marine Institute	Polk	4	4	3	3	2	2	2	3	3	2	5	4	2.91
All	**Mean Scores**	**5.83**	**5.24**	**4.90**	**5.15**	**4.53**	**5.71**	**5.27**	**6.05**	**4.37**	**5.20**	**5.59**	**6.32**	**5.37**

Table F-2: 2005 QA Review Scores for Each Indicator and Overall Means Scores for Residential Programs

Program Name		Indicators (see key)											
Residential	**School District**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**Mean**
Gulf Coast Youth Academy	Okaloosa	8	7	8	8	8	8	7	7	5	8	7	7.40
Bay Boot Camp	Bay	7	7	7	7	NA	7	7	NA	7	8	7	7.13
Dozier Training School for Boys	Washington	8	3	7	8	NA	8	7	NA	8	8	7	7.13
Pensacola Boys Base	Escambia	7	3	7	8	NA	9	7	NA	8	8	5	7.13
Pinellas Boot Camp	Pinellas	8	2	8	8	NA	8	8	NA	7	8	5	7.13
Falkenburg Academy	Hillsborough	7	5	6	7	7	8	8	8	8	7	7	7.10
Hillsborough Academy (IRT)	Hillsborough	7	3	7	8	NA	7	8	NA	9	7	7	7.00
Jackson Juvenile Offender Correction Center	Washington	8	3	7	8	NA	8	7	NA	7	8	7	7.00
Polk Boot Camp	Polk	7	7	7	7	NA	7	7	NA	7	7	7	7.00
Lighthouse Care Center	Broward	7	3	7	8	NA	7	8	NA	7	8	7	6.95
Liberty Wilderness Crossroads Camp	Liberty	8	7	7	7	5	8	7	8	5	7	3	6.90
Okaloosa Youth Academy	Okaloosa	7	3	7	8	NA	8	7	NA	7	8	8	6.88
Adolescent Substance Abuse Program	Okaloosa	5	7	7	7	7	8	7	7	6	7	7	6.80
Camp E-Nini-Hassee	Pinellas	7	6	7	7	NA	7	6	NA	6	8	5	6.75
Collier Drill Academy	Collier	6	7	6	7	NA	7	7	NA	6	8	8	6.75
Okaloosa Youth Development Center	Okaloosa	7	5	7	7	NA	7	7	NA	6	8	8	6.75
Britt Halfway House	Pinellas	7	4	7	7	7	7	7	7	7	7	7	6.70
Eckerd Intensive Halfway House	Pinellas	7	6	7	7	6	7	7	7	6	7	7	6.70
Avon Park Youth Academy	Polk	7	6	7	5	NA	8	6	NA	6	8	7	6.63
Youth Environmental Services	Hillsborough	7	3	7	7	NA	8	8	NA	5	8	8	6.63
Live Oak Academy	Polk	7	7	7	7	7	4	7	7	6	7	6	6.60
Camp E-Kel-Etu	Pinellas	7	5	7	5	7	7	7	7	6	7	5	6.50
Walton Learning Center IHH	Walton	7	7	7	7	7	7	7	7	3	6	4	6.50
Walton Learning Center SHOP	Walton	7	7	7	7	7	7	7	7	3	6	4	6.50
Columbus Residential Facility	Hillsborough	7	5	5	7	7	7	7	7	7	5	7	6.40
Three Springs of Daytona	Volusia	7	7	6	7	8	5	7	6	5	6	7	6.40
Manatee Boot Camp	Manatee	6	7	7	8	6	7	5	5	5	7	7	6.30

Program Name Residential	School	1	2	3	4	5	6	7	8	9	10	11	Mean
Polk Halfway House	Polk							7	7 5 7 5		7	7 6 5 7 6	6.30
STEP North (Nassau)	Nassau							4	7 8 7 7		7	3 8 6 5 2	6.20
Eckerd Youth	Pinellas							7	7 7 7 3		7	4 7 5 7 4	6.10
Eckerd Youth	Pinellas							6	5 7 5 5		7	7 7 5 7 5	6.10
Forestry Youth	Levy							5	6 2 7 5		8	7 7 7 7 7	6.10
Stewart Marchman	Volusia							5	6 4 7 5		7	7 7 8 5 7	6.10
Big Cypress Wilderness	Collier							7	7 7 5 5		5	7 7 4 6 7	6.00
Crossroads Wilderness	Charlotte							5	5 7 6 5		6	6 7 6 7 6	6.00
Sarasota YMCA	Sarasota							6	5 4 7 5		7	7 8 5 6 6	6.00
Stewart Marchman	Volusia							5	5 4 7 5		7	7 7 8 5 7	6.00
Brevard Halfway House	Brevard							7	7 3 7 5		7	3 5 7 7 7	5.90
Hastings Youth	St. Johns							7	7 7 5 4		4	7 5 6 5 5	5.80
Martin County Boot	Martin							5	4 5 5 7		8	4 7 8 5 6	5.80
Orange Halfway House	Orange							5	4 4 7 7		7	3 7 7 7 4	5.80
Bristol Youth Academy	Liberty							6	6 7 5 3		5	7 6 6 6 7	5.70
Impact Halfway House	Duval							6	7 3 5 7		7	3 5 7 3 5	5.70
Leslie Peters Halfway	Hillsborough							5	4 3 7 7		7	8 5 7 3 7	5.60
Manatee Youth	Manatee							6	7 3 7 5		7	5 5 4 7 3	5.60
Space Coast Marine	Brevard							4	6 5 7 7		5	4 8 5 5 4	5.60
Vernon Place	Washington							7	7 7 5 6		5	7 4 5 3 3	5.60
West Florida	Holmes	6		7		3		4	6 6		7	7 5 5 5	5.60
Duval Halfway House	Duval	4		4		4		7	7 7		4	7 7 4 5	5.50
Elaine Gordon Sexual	Broward	6		7		5		3	7 5		7	5 5 5 7	5.50
Monticello New Life	Jefferson	5		6		5		6	6 6		3	7 5 6 3	5.50
Volusia Halfway	Volusia	7		6		4		5	5 3		7	4 7 7 5	5.50
Camp E-Tu-Makee	Pinellas	4		5		4		7	7 7		4	8 3 5 5	5.40

Program Name Residential	School District	1	2	3	4	5	6	7	8	9	10	11	Mean
Florida City Youth Center	Dade	5	5	3	6	6	6	6	6	7	5	5 4	5.40
Bowling Green Youth Academy	Hardee	5	7	5	5	6	4	6	5	5	5	6	5.30
Cypress Creek Academy	Citrus	5	5	6	4	5	7	7	4	6	4	5	5.30
Desoto Dual Diagnosis Facility	DeSoto	5	5	5	5	3	6	6	7	5	6	5	5.30
Everglades Youth Development Center	Dade	5	5	3	5	6	6	6	7	5	5	3	5.30
Seminole Work and Learn	Leon	5	4	5	5	5	6	7	5	5	6	7	5.30
Sabal Palm School (Polk YDC)	Polk	6	6	3	5	4	7	5	6	5	5	7	5.20
San Antonio Boys Vill.	Pasco	5	7	3	5	5	5	7	5	5	5	6	5.20
South Florida Halfway House	Palm Beach	4	5	4	6	4	6	7	4	6	6	7	5.20
WINGS (Women in Need of Greater Strength)	Dade	5	7	7	5	4	4	7	4	4	5	7	5.20
Brevard Group Treatment Home	Brevard	4	7	4	5	7	5	2	7	7	3	4	5.10
Broward Intensive Halfway House	Broward	4	3	2	7	7	4	7	7	5	5	7	5.10
Milton Girls Juvenile Facility	Okaloosa	7	7	4	4	5	4	7	5	3	5	7	5.10
Vision Quest Okeechobee Warrington School	Okeechobee	5	7	5	5	5	5	6	4	4	5	4	5.10
First Step III Halfway House (First Step II Halfway House)	Orange	7	6	2	5	7	7	3	4	5	4	4	5.00
Manatee Omega	Manatee	6	5	3	7	3	7	4	7	5	3	5	5.00
MATS Halfway House and Sex Offender Program	Manatee	5	6	4	5	7	7	7	1	6	2	3	5.00
Price Halfway House	Lee	6	7	5	5	3	4	6	3	6	5	3	5.00
Bay HOPE	Bay	7	5	4	5	3	7	3	5	6	4	4	4.90
Marion Juvenile Correctional Facility	Marion	3	5	4	4	7	5	3	7	6	5	5	4.90
Nassau Halfway House	Nassau	4	7	4	5	5	5	3	7	5	4	2	4.90
Blackwater STOP Camp	Santa Rosa	5	4	6	5	5	5	3	4	7	4	3	4.80

Program Name Residential	School District	Indicators (see key)											Mean
		1	2	3	4	5	6	7	8	9	10	11	
Dina Thompson Academy (Cannon Point)	Broward	8	4	5	5		4	5	7	4	3	3	5	4.80
Gulf and Lake Academy	Pasco	5	7	2	5		5	7	2	7	5	3	4	4.80
Peace River Outward Bound	DeSoto	7	6	7	4		2	4	6	4	4	4	5	4.80
Bay Point - Kendall (Miami Halfway House)	Dade	5	5	5	4		3	4	7	7	2	5	7	4.70
Desoto Correctional Facility	DeSoto	4	4	5	5		6	3	7	5	4	4	6	4.70
Eckerd Youth Development Center (Okc. Boys School)	Washington	5	4	4	5		3	7	5	5	4	5	5	4.70
Escambia River Outward Bound	Escambia	2	5	1	4		7	7	7	5	4	5	4	4.70
Jonathan Dickinson STOP Camp	Martin	4	6	5	4		2	5	7	4	5	5	5	4.70
Okeechobee Redirection Camp	Okeechobee	5	6	2	3		7	5	5	4	5	5	3	4.70
Riverside Academy	Hillsborough	5	6	4	5		5	5	2	5	6	4	7	4.70
SAGO PALM - Pahokee Youth Development Center	Palm Beach	5	5	2	5		4	8	5	5	3	5	3	4.70
Adolescent Residential Campus (Combined)	Osceola	3	3	4	5		4	7	4	7	4	3	5	4.67
Sawmill Academy for Girls	Leon	4	5	4	5		4	2	6	4	7	5	5	4.60
Kissimmee Juvenile Correctional Facility (Three Springs)	Osceola	5	1	5	5		2	5	7	5	7	3	3	4.50
Marion Youth Development Center	Marion	4	4	5	4		7	7	3	2	7	2	5	4.50
Southern Glades Youth Academy	Dade	4	6	4	5		5	4	5	4	6	2	3	4.50
Vision Quest Okeechobee – Blue Water Full Circle Camp	Okeechobee	5	6	4	5		5	5	2	4	4	5	3	4.50
First Step Four (EXCEL Annex)	Seminole	6	5	3	5		4	4	3	5	4	5	3	4.40
Florida Environmental Institute	Glades	4	5	5	3		5	5	3	5	5	4	4	4.40

Program Name		Indicators (see key)											
Residential	**School District**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**Mean**
GOALS	Seminole	3	4	3	7	5	4	4	5	4	5	4	4.40
South Pines Academy	Broward	4	5	4	5	4	4	3	5	5	5	4	4.40
Tiger Success Center	Duval	4	3	5	5	3	5	3	5	7	3	3	4.30
First Step Adolescent Service (Alachua Halfway House)	Alachua	5	1	3	5	2	5	7	4	6	4	3	4.20
Bay Point Schools – North	Dade	5	5	4	4	4	3	5	2	5	4	4	4.10
Wilson Youth Academy	Pasco	2	5	5	4	7	2	3	5	5	2	4	4.00
Panther Success Center	Hamilton	4	7	3	2	4	3	5	4	5	2	4	3.90
Union Juvenile Residential Facility	Union	2	4	2	5	5	6	1	5	2	5	0	3.70
Santa Rosa Residential Facility	Santa Rosa	3	2	2	4	4	6	1	5	4	5	3	3.60
Camp E-Ma-Chamee	Pinellas	4	3	2	2	2	5	4	3	5	2	3	3.20
Mandala Adolescent Treatment Center	Pasco	3	6	4	5	3	2	2	2	2	3	3	3.20
JoAnn Bridges Academy	Madison	2	2	2	4	2	4	6	4	4	1	1	3.00
Withlacoochee Juvenile Residential Facility	Hernando	3	2	2	4	3	4	2	3	4	1	1	2.80
Grove Unique Youth Services (Excel Alternatives-Guys)	Seminole	1	2	2	5	4	3	2	4	1	3	2	2.70
All	**Mean Scores**	**5.42**	**5.23**	**4.84**	**5.66**	**5.14**	**5.90**	**5.50**	**5.51**	**5.42**	**5.23**	**5.04**	**5.43**

Table F-3: 2005 QA Review Scores for Each Standard and Overall Mean Scores by Program and Security Level

| Security Level | Program Name | School District | Standard | | | | Mean |
			1	2	3	4	
Detention Secure	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
	Monroe Detention Center	Monroe	7.00	7.00	7.00	7.00	7.00
	Pasco Detention Center	Pasco	7.00	7.00	7.00	7.00	7.00
	Seminole Detention Center	Seminole	6.00	7.00	7.67	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
	Polk Detention Center	Polk	7.00	7.00	6.33	7.00	6.71
	Volusia Detention Center	Volusia	7.00	7.00	6.00	7.00	6.57
	St. Lucie Detention Center	St. Lucie	7.00	6.50	6.00	7.00	6.50
	Brevard Detention Center	Brevard	5.50	5.50	6.33	6.00	5.86
	Duval Detention Center	Duval	4.00	7.50	6.00	6.00	5.86
	Hillsborough Detention Center - East	Hillsborough	5.50	4.00	7.33	3.00	5.86
	Leon Detention Center	Leon	5.50	6.00	5.67	7.00	5.71
	Hillsborough Detention Center – West	Hillsborough	5.50	5.50	5.33	6.00	5.43
	Southwest Florida Detention Center	Lee	6.50	5.00	4.67	3.00	5.29
	Dade Detention Center	Dade	4.00	5.50	5.67	6.00	5.14
	Pinellas Detention Center	Pinellas	4.50	6.50	4.33	6.00	5.00
	Marion Detention Center	Marion	4.50	3.00	6.33	4.00	4.86
	Osceola Detention Center	Osceola	4.00	5.50	5.00	6.00	4.86
	Alachua Detention Center	Alachua	3.50	5.50	3.67	5.00	4.14
	Palm Beach Detention Center	Palm Beach	3.00	4.00	4.67	3.00	4.00
	Manatee Detention Center	Manatee	2.50	2.00	5.00	3.00	3.43
	Mean Scores		**5.72**	**6.04**	**6.14**	**5.92**	**6.00**
Prevention	PACE Volusia-Flagler	Volusia	7.67	7.25	7.25	7.00	7.36
	PACE Orange	Orange	7.00	6.75	6.75	7.00	6.82
	PACE Duval	Duval	7.00	7.00	6.25	7.00	6.73
	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 Marion	Marion	6.00	6.75	6.75	7.00	6.55
	PACE Immokalee	Collier	5.67	7.00	6.50	7.00	6.45
	PACE Pasco	Pasco	5.33	6.50	7.00	6.00	6.36
	PACE Alachua	Alachua	5.00	7.00	6.50	6.00	6.27

Security Level	Program Name	School District	Standard 1	2	3	4	Mean
	PACE Escambia	Escambia	6.00	6.50	6.00	7.00	6.18
	PACE Hillsborough	Hillsborough	6.67	5.75	6.25	3.00	6.18
Prevention	PACE Palm Beach	Palm Beach	5.67	5.75	6.00	5.00	5.82
	PACE Treasure Coast (St. Lucie)	St. Lucie	5.67	5.50	6.00	7.00	5.73
	PACE Polk	Polk	6.33	5.00	5.75	6.00	5.64
	PACE Leon	Leon	5.67	5.25	5.75	5.00	5.55
	PACE Upper Keys	Monroe	5.67	5.75	5.25	5.00	5.55
	PACE Lower Keys	Monroe	4.00	5.75	5.75	5.00	5.17
	PACE Manatee	Manatee	4.00	5.00	5.00	5.00	4.72
	PACE Dade	Dade	4.33	5.00	4.50	7.00	4.64
	Mean Scores		**5.77**	**6.18**	**6.15**	**6.11**	**6.05**
Intensive Probation	New Port Richey Marine Institute	Pasco	5.67	7.00	7.00	6.00	6.56
	Emerald Coast Marine Institute	Okaloosa	7.00	5.25	6.25	7.00	6.09
	Dade Marine Institute - North	Dade	7.00	5.25	5.25	7.00	5.73
	Rainwater Center for Girls	Brevard	4.33	5.00	5.50	5.00	5.00
	Jacksonville Marine Institute – East	Duval	4.00	4.75	5.75	4.00	4.91
	Gulf Coast Marine Institute – South	Sarasota	4.00	5.25	4.50	5.00	4.64
	Florida Ocean Science Institute	Broward	5.00	4.00	4.75	7.00	4.55
	Tampa Marine Institute	Hillsborough	5.33	3.50	3.50	5.00	4.00
	Gulf Coast Marine Institute – North	Manatee	4.67	3.50	3.50	3.00	3.81
	Eckerd Leadership Program	Pinellas	1.67	2.75	3.50	2.00	3.50
	Central Florida Marine Institute	Polk	3.67	2.25	3.00	5.00	2.91
	Mean Scores		**4.76**	**4.41**	**4.77**	**5.09**	**4.70**
Conditional Release	Boley Young Adult Program	Pinellas	5.67	6.00	7.00	5.00	6.27
	Forestry Youth Academy	Levy	4.33	6.75	7.00	7.00	6.10
	Jacksonville Youth Center	Duval	6.67	5.50	6.25	3.00	6.09
	Mean Scores		**5.56**	**6.08**	**6.75**	**5.00**	**6.15**
Prevention & CR	Escambia Bay Marine Institute	Escambia	7.00	5.00	5.75	7.00	5.82
	Panama City Marine Institute	Bay	4.00	4.50	4.33	4.00	4.27
	Mean Scores		**5.50**	**4.75**	**5.04**	**5.50**	**5.05**
Mixed IP & CR	Silver River Marine Institute	Marion	5.67	4.25	4.75	4.00	4.82
	Pinellas Marine Institute	Pinellas	7.00	3.25	4.50	6.00	4.73
	Orlando Marine Institute	Orange	5.00	4.75	4.25	6.00	4.64

Security Level	Program Name	School District	1	2	3	4	Mean
					Standard		
	Gainesville Wilderness Institute	Alachua	4.00	4.25	4.75	3.00	4.36
	Palm Beach Marine Institute	Palm Beach	3.67	4.25	4.50	8.00	4.18
	Tallahassee Marine Institute	Leon	4.33	3.50	4.50	5.00	4.10
	Southwest Florida Marine Institute	Lee	3.67	3.25	5.25	5.00	4.09
	Mean Scores		**4.76**	**3.93**	**4.64**	**5.29**	**4.42**
Low Risk	Lighthouse Care Center	Broward	5.67	7.67	7.50	7.00	6.95
Low Risk	STEP North (Nassau)	Nassau	6.33	6.00	6.33	2.00	6.20
	Eckerd Youth Academy	Pinellas	7.00	5.25	6.33	4.00	6.10
	Brevard Group Treatment Home	Brevard	5.00	4.75	5.67	4.00	5.10
	Vision Quest Okeechobee – Warrington School	Okeechobee	5.67	5.25	4.33	4.00	5.10
	Blackwater STOP Camp	Santa Rosa	5.00	4.50	5.00	3.00	4.80
	Peace River Outward Bound	DeSoto	6.67	4.00	4.00	5.00	4.80
	Escambia River Outward Bound	Escambia	2.67	6.25	4.67	4.00	4.70
	Jonathan Dickinson STOP Camp	Martin	5.00	4.50	4.67	5.00	4.70
	First Step Four (EXCEL Annex)	Seminole	4.67	4.00	4.67	3.00	4.40
	Withlacoochee Juvenile Residential Facility	Hernando	2.33	3.25	2.67	1.00	2.80
	Mean Scores		**5.09**	**5.04**	**5.08**	**3.82**	**5.06**
Mixed Mod & Low	South Pines Academy	Broward	4.33	4.00	5.00	4.00	4.40
	Mean Scores		**4.33**	**4.00**	**5.00**	**4.00**	**4.40**
Moderate Risk	Gulf Coast Youth Academy	Okaloosa	7.67	7.75	6.67	7.00	7.40
	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
	Falkenburg Academy	Hillsborough	6.00	7.50	7.67	7.00	7.10
	Polk Boot Camp	Polk	7.00	7.00	7.00	7.00	7.00
	Liberty Wilderness Crossroads Camp	Liberty	7.33	6.75	6.67	3.00	6.90
	Okaloosa Youth Academy	Okaloosa	5.67	7.67	7.50	8.00	6.88
	Adolescent Substance Abuse Program	Okaloosa	6.33	7.25	6.67	7.00	6.80
	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
	Britt Halfway House	Pinellas	6.00	7.00	7.00	7.00	6.70
	Eckerd Intensive Halfway House	Pinellas	6.67	6.75	6.67	7.00	6.70
	Avon Park Youth Academy	Polk	6.67	6.33	7.00	7.00	6.63

Security Level	Program Name	School	Standard 1	2	3	4	Mean
	Youth Environmental Services	Hillsborough	5.67	7.67	6.50	8.00	6.63
	Live Oak Academy	Polk	7.00	6.25	6.67	6.00	6.60
	Camp E-Kel-Etu	Pinellas	6.33	6.50	6.67	5.00	6.50
	Columbus Residential Facility	Hillsborough	5.67	7.00	6.33	7.00	6.40
	Manatee Boot Camp	Manatee	6.67	6.50	5.67	7.00	6.30
	Polk Halfway House	Polk	6.33	6.50	6.00	6.00	6.30
	Eckerd Youth Challenge	Pinellas	6.00	6.00	6.33	5.00	6.10
	Stewart Marchman Pines	Volusia	5.00	6.50	6.67	7.00	6.10
	Big Cypress Wilderness	Collier	7.00	5.50	5.67	7.00	6.00
	Crossroads Wilderness	Charlotte	5.67	5.75	6.67	6.00	6.00
	YMCA Character House	Sarasota	5.00	6.50	6.33	6.00	6.00
Moderate Risk	Stewart Marchman Oaks	Volusia	4.67	6.50	6.67	7.00	6.00
	Brevard Halfway House	Brevard	5.67	5.50	6.33	7.00	5.90
	Martin County Boot	Martin	4.67	6.00	6.67	6.00	5.80
	Bristol Youth Academy	Liberty	6.33	5.00	6.00	7.00	5.70
	Impact Halfway House	Duval	5.33	5.50	5.00	5.00	5.70
	Leslie Peters Halfway	Hillsborough	4.00	7.25	5.00	7.00	5.60
	Space Coast Marine	Brevard	5.00	5.75	6.00	4.00	5.60
	West Florida Wilderness	Holmes	5.00	5.75	5.67	5.00	5.60
	Duval Halfway House	Duval	4.00	6.25	6.00	5.00	5.50
	Volusia Halfway House	Volusia	5.67	5.00	6.00	5.00	5.50
	Camp E-Tu-Makee	Pinellas	4.33	6.25	5.33	5.00	5.40
	Florida City Youth Center	Dade	4.33	6.00	5.67	4.00	5.40
	Bowling Green Youth	Hardee	5.67	5.25	5.00	6.00	5.30
	Seminole Work and Learn	Leon	4.67	5.75	5.33	7.00	5.30
	San Antonio Boys Village	Pasco	5.00	5.50	5.00	6.00	5.20
	South Florida Halfway	Palm Beach	4.33	5.75	5.33	7.00	5.20
	WINGS	Dade	6.33	5.00	4.33	7.00	5.20

Security Level	Program Name	School District	Standard 1	2	3	4	Mean
	Milton Girls Juvenile Facility	Okaloosa	6.00	5.00	4.33	7.00	5.10
	First Step III Halfway House (First Step II Halfway House)	Orange	5.00	5.50	4.33	4.00	5.00
	Price Halfway House	Lee	6.00	4.50	4.67	3.00	5.00
	Bay HOPE	Bay	5.33	4.50	5.00	4.00	4.90
	Nassau Halfway House	Nassau	5.00	4.50	5.33	2.00	4.90
	Dina Thompson Academy (Cannon Point)	Broward	5.67	5.25	3.33	5.00	4.80
	Gulf and Lake Academy	Pasco	4.67	4.75	5.00	4.00	4.80
	Bay Point - Kendall (Miami Halfway House)	Dade	5.00	4.50	4.67	7.00	4.70
	Okeechobee Redirection Camp	Okeechobee	4.33	5.00	4.66	3.00	4.70
	Riverside Academy	Hillsborough	5.00	4.25	5.33	7.00	4.70
	Sawmill Academy for Girls	Leon	4.33	4.25	5.33	5.00	4.60
	Marion Youth Development Center	Marion	4.33	5.25	3.67	5.00	4.50
	Southern Glades Youth Academy	Dade	4.67	4.75	4.00	3.00	4.50
	Vision Quest Okeechobee – Blue Water Full Circle Camp	Okeechobee	5.00	4.25	4.33	3.00	4.50
	Florida Environmental Institute	Glades	4.67	4.00	4.67	4.00	4.40
Moderate Risk	GOALS	Seminole	3.33	5.00	4.67	4.00	4.40
	First Step Adolescent Service (Alachua Halfway House)	Alachua	3.00	4.75	4.67	3.00	4.20
	Bay Point Schools - North	Dade	4.67	4.00	3.67	4.00	4.10
	Wilson Youth Academy	Pasco	4.00	4.00	4.00	4.00	4.00
	Union Juvenile Residential Facility	Union	2.67	4.25	4.00	0.00	3.70
	Santa Rosa Residential Facility	Santa Rosa	2.33	3.75	4.67	3.00	3.60
	Camp E-Ma-Chamee	Pinellas	3.00	3.25	3.33	3.00	3.20
	Mandala Adolescent Treatment Center	Pasco	4.33	3.00	2.33	3.00	3.20
	JoAnn Bridges Academy	Madison	2.00	4.00	3.00	1.00	3.00
	Grove Unique Youth Services (Excel Alternatives-Guys)	Seminole	1.67	3.50	2.67	2.00	2.70

Security Level	Program Name	School District	Standard				
			1	**2**	**3**	**4**	**Mean**
		Mean Scores	**5.20**	**5.66**	**5.53**	**5.27**	**5.48**
Mixed Mod & High	Okaloosa Youth Development Center	Okaloosa	6.33	7.00	7.00	8.00	6.75
	Hastings Youth Academy	St. Johns	7.00	5.00	5.67	5.00	5.80
	MATS Halfway House and Sex Offender Program	Manatee	5.00	6.50	3.00	3.00	5.00
	Adolescent Residential Campus (Combined)	Osceola	3.33	5.00	4.67	5.00	4.67
	Panther Success Center	Hamilton	4.67	3.50	3.67	4.00	3.90
		Mean Scores	**5.27**	**5.40**	**4.80**	**5.00**	**5.22**
High Risk	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
	Walton Learning Center IHH	Walton	7.00	7.00	5.33	4.00	6.50
	Walton Learning Center SHOP	Walton	7.00	7.00	5.33	4.00	6.50
	Three Springs of Daytona	Volusia	6.67	6.75	5.67	7.00	6.40
	Orange Halfway House	Orange	4.33	6.00	7.00	4.00	5.80
	Manatee Youth Academy	Manatee	5.33	6.00	5.33	3.00	5.60
	Vernon Place	Washington	7.00	5.75	4.00	3.00	5.60
	Elaine Gordon Sexual Offender Program	Broward	6.00	5.50	5.00	7.00	5.50
	Monticello New Life Center	Jefferson	5.33	5.25	6.00	3.00	5.50
	Desoto Dual Diagnosis Facility	DeSoto	5.00	5.00	6.00	5.00	5.30
	Everglades Youth Development Center	Dade	4.33	5.75	5.67	3.00	5.30
	Sabal Palm School (Polk YDC)	Polk	5.00	5.25	5.33	7.00	5.20
High Risk	Broward Intensive Halfway House	Broward	3.00	6.25	5.67	7.00	5.10
	Marion Juvenile Correctional Facility	Marion	4.00	4.75	6.00	5.00	4.90
	Desoto Correctional Facility	DeSoto	4.33	5.25	4.33	6.00	4.70
	Eckerd Youth Development Center (Okc. Boys School)	Washington	4.33	5.00	4.67	5.00	4.70

	Program Name	School District	Standard				
			1	2	3	4	Mean
	SAGO PALM - Pahokee Youth Development Center	Palm Beach	4.00	5.50	4.33	3.00	4.70
	Kissimmee Juvenile Correctional Facility (Three Springs)	Osceola	3.67	4.75	5.00	3.00	4.50
	Tiger Success Center	Duval	4.00	4.00	5.00	5.00	4.30
		Mean Scores	**5.14**	**5.89**	**5.67**	**5.00**	**5.58**
Maximum Risk	Cypress Creek Academy	Citrus	5.33	5.75	4.67	5.00	5.30
	Manatee Omega	Manatee	4.67	5.25	5.00	5.00	5.00
		Mean Scores	**5.00**	**5.50**	**4.84**	**5.00**	**5.15**

Table F-4: 2005 QA Review Scores by School District

School District	Program Name	Security Level	1	2	3	4	Mean
Alachua	PACE Alachua	Prevention	5.00	7.00	6.50	6.00	6.27
	Gainesville Wilderness Institute	Mixed IP & CR	4.00	4.25	4.75	3.00	4.36
	First Step Adolescent Service (Alachua Halfway House)	Moderate Risk	3.00	4.75	4.67	3.00	4.20
	Alachua Detention Center	Detention	3.50	5.50	3.67	5.00	4.14
		Mean Scores	**3.88**	**5.38**	**4.90**	**4.25**	**4.74**
Bay	Bay Detention Center	Detention	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	5.33	4.50	5.00	4.00	4.90
	Panama City Marine Institute	Prevention & CR	4.00	4.50	4.33	4.00	4.27
		Mean Scores	**5.96**	**5.88**	**6.21**	**5.50**	**5.99**
Brevard	Brevard Halfway House (Francis S. Walker)	Moderate Risk	5.67	5.50	6.33	7.00	5.90
	Brevard Detention Center	Detention	5.50	5.50	6.33	6.00	5.86
	Space Coast Marine Institute	Moderate Risk	5.00	5.75	6.00	4.00	5.60
	Brevard Group Treatment Home	Low Risk	5.00	4.75	5.67	4.00	5.10
	Rainwater Center for Girls	Intensive Probation	4.33	5.00	5.50	5.00	5.00
		Mean Scores	**5.10**	**5.30**	**5.97**	**5.20**	**5.49**
Broward	Lighthouse Care Center	Low Risk	5.67	7.67	7.50	7.00	6.95
	PACE Broward	Prevention	6.33	7.00	6.67	7.00	6.67
	Elaine Gordon Sexual Offender Program	High Risk	6.00	5.50	5.00	7.00	5.50
	Broward Intensive Halfway House	High Risk	3.00	6.25	5.67	7.00	5.10
	Dina Thompson Academy (Cannon Point)	Moderate Risk	5.67	5.25	3.33	5.00	4.80
	Florida Ocean Science Institute	Intensive Probation	5.00	4.00	4.75	7.00	4.55
	South Pines Academy	Mixed Mod & Low	4.33	4.00	5.00	4.00	4.40
		Mean Scores	**5.14**	**5.67**	**5.42**	**6.29**	**5.42**

School District	Program Name	Security Level	Standard				
			1	**2**	**3**	**4**	**Mean**
Charlotte	Crossroads Wilderness Institute	Moderate Risk	5.67	5.75	6.67	6.00	6.00
Citrus	Cypress Creek Academy	Maximum Risk	5.33	5.75	4.67	5.00	5.30
Collier	Collier Detention Center	Detention	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	5.67	7.00	6.50	7.00	6.45
	Big Cypress Wilderness Institute	Moderate Risk	7.00	5.50	5.67	7.00	6.00
		Mean Scores	**6.50**	**6.63**	**6.54**	**7.25**	**6.55**
Dade	Dade Marine Institute – North	Intensive Probation	7.00	5.25	5.25	7.00	5.73
	Florida City Youth Center	Moderate Risk	4.33	6.00	5.67	4.00	5.40
	Everglades Youth Development Center	High Risk	4.33	5.75	5.67	3.00	5.30
	WINGS (Women in Need of Greater Strength)	Moderate Risk	6.33	5.00	4.33	7.00	5.20
	Dade Detention Center	Detention	4.00	5.50	5.67	6.00	5.14
	Bay Point - Kendall (Miami Halfway House)	Moderate Risk	5.00	4.50	4.67	7.00	4.70
	PACE Dade	Prevention	4.33	5.00	4.50	7.00	4.64
	Southern Glades Youth Academy	Moderate Risk	4.67	4.75	4.00	3.00	4.50
	Bay Point Schools - North	Moderate Risk	4.67	4.00	3.67	4.00	4.10
		Mean Scores	**4.96**	**5.08**	**4.83**	**5.33**	**4.97**
DeSoto	Desoto Dual Diagnosis Facility	High Risk	5.00	5.00	6.00	5.00	5.30
	Peace River Outward Bound	Low Risk	6.67	4.00	4.00	5.00	4.80
	Desoto Correctional Facility	High Risk	4.33	5.25	4.33	6.00	4.70
		Mean Scores	**5.33**	**4.75**	**4.78**	**5.33**	**4.93**
Duval	PACE Duval	Prevention	7.00	7.00	6.25	7.00	6.73
	Jacksonville Youth Center	Conditional Release	6.67	5.50	6.25	3.00	6.09
	Duval Detention Center	Detention	4.00	7.50	6.00	6.00	5.86
	Impact Halfway House	Moderate Risk	5.33	5.50	5.00	5.00	5.70

School District	Program Name	Security Level	Standard				
			1	**2**	**3**	**4**	**Mean**
	Duval Halfway House	Moderate Risk	4.00	6.25	6.00	5.00	5.50
	Jacksonville Marine	Intensive Probation	4.00	4.75	5.75	4.00	4.91
	Tiger Success Center	High Risk	4.00	4.00	5.00	5.00	4.30
		Mean Scores	**5.00**	**5.79**	**5.75**	**5.00**	**5.58**
Escambia	Escambia Detention	Detention	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
	PACE Escambia	Prevention	6.00	6.50	6.00	7.00	6.18
	Escambia Bay Marine	Prevention & CR	7.00	5.00	5.75	7.00	5.82
	Escambia River Outward	Low Risk	2.67	6.25	4.67	4.00	4.70
		Mean Scores	**5.77**	**6.65**	**6.28**	**6.00**	**6.23**
Glades	Florida Environmental	Moderate Risk	4.67	4.00	4.67	4.00	4.40
Hamilton	Panther Success Center	Mixed Mod & High	4.67	3.50	3.67	4.00	3.90
Hardee	Bowling Green Youth	Moderate Risk	5.67	5.25	5.00	6.00	5.30
Hernando	Withlacoochee Juvenile	Low Risk	2.33	3.25	2.67	1.00	2.80
Hillsborough	Falkenburg Academy	Moderate Risk	6.00	7.50	7.67	7.00	7.10
	Hillsborough Academy	High Risk	5.66	7.67	8.00	7.00	7.00
	Youth Environmental	Moderate Risk	5.67	7.67	6.50	8.00	6.63
	Columbus Residential	Moderate Risk	5.67	7.00	6.33	7.00	6.40
	PACE Hillsborough	Prevention	6.67	5.75	6.25	3.00	6.18
	Hillsborough Detention	Detention	5.50	4.00	7.33	3.00	5.86
	Leslie Peters Halfway	Moderate Risk	4.00	7.25	5.00	7.00	5.60
	Hillsborough Detention	Detention	5.50	5.50	5.33	6.00	5.43
	Riverside Academy	Moderate Risk	5.00	4.25	5.33	7.00	4.70
	Tampa Marine Institute	Intensive Probation	5.33	3.50	3.50	5.00	4.IIIIIIIII
		Mean Scores	**5.50**	**6.01**	**6.12**	**6.00**	**5.89**

School District	Program Name	Security Level	Standard 1	2	3	4	Mean
Holmes	West Florida Wilderness Institute	Moderate Risk	5.00	5.75	5.67	5.00	5.60
Jefferson	Monticello New Life Center	High Risk	5.33	5.25	6.00	3.00	5.50
Lee	Southwest Florida Detention Center	Detention	6.50	5.00	4.67	3.00	5.29
	Price Halfway House	Moderate Risk	6.00	4.50	4.67	3.00	5.00
	Southwest Florida Marine Institute	Mixed IP & CR	3.67	3.25	5.25	5.00	4.09
		Mean Scores	**5.39**	**4.25**	**4.86**	**3.67**	**4.79**
Leon	Leon Detention Center	Detention	5.50	6.00	5.67	7.00	5.71
	PACE Leon	Prevention	5.67	5.25	5.75	5.00	5.55
	Seminole Work and Learn	Moderate Risk	4.67	5.75	5.33	7.00	5.30
	Sawmill Academy for Girls	Moderate Risk	4.33	4.25	5.33	5.00	4.60
	Tallahassee Marine Institute	Mixed IP & CR	4.33	3.50	4.50	5.00	4.10
		Mean Scores	**4.90**	**4.95**	**5.32**	**5.80**	**5.05**
Levy	Forestry Youth Academy	Conditional Release	4.33	6.75	7.00	7.00	6.10
Liberty	Liberty Wilderness Crossroads Camp	Moderate Risk	7.33	6.75	6.67	3.00	6.90
	Bristol Youth Academy	Moderate Risk	6.33	5.00	6.00	7.00	5.70
		Mean Scores	**6.83**	**5.88**	**6.34**	**5.00**	**6.30**
Madison	JoAnn Bridges Academy	Moderate Risk	2.00	4.00	3.00	1.00	3.00
Manatee	Manatee Boot Camp	Moderate Risk	6.67	6.50	5.67	7.00	6.30
	Manatee Youth Academy	High Risk	5.33	6.00	5.33	3.00	5.60
	Manatee Omega	Maximum Risk	4.67	5.25	5.00	5.00	5.00
	MATS Halfway House and Sex Offender Program	Mixed Mod & High	5.00	6.50	3.00	3.00	5.00
	PACE Manatee	Prevention	4.00	5.00	5.00	5.00	4.72
	Gulf Coast Marine Institute - North	Intensive Probation	4.67	3.50	3.50	3.00	3.81
	Manatee Detention Center	Detention	2.50	2.00	5.00	3.00	3.43
		Mean Scores	**4.69**	**4.96**	**4.64**	**4.14**	**4.84**

School District	Program Name	Security Level	Standard				
			1	2	3	4	Mean
Marion	PACE Marion	Prevention	6.00	6.75	6.75	7.00	6.55
	Marion Juvenile Correctional Facility	High Risk	4.00	4.75	6.00	5.00	4.90
	Marion Detention Center	Detention	4.50	3.00	6.33	4.00	4.86
	Silver River Marine Institute	Mixed IP & CR	5.67	4.25	4.75	4.00	4.82
	Marion Youth Development Center	Moderate Risk	4.33	5.25	3.67	5.00	4.50
		Mean Scores	**4.90**	**4.80**	**5.50**	**5.00**	**5.13**
Martin	Martin County Boot Camp (JOTC)	Moderate Risk	4.67	6.00	6.67	6.00	5.80
	Jonathan Dickinson STOP Camp	Low Risk	5.00	4.50	4.67	5.00	4.70
		Mean Scores	**4.84**	**5.25**	**5.67**	**5.50**	**5.25**
Monroe	Monroe Detention Center	Detention	7.00	7.00	7.00	7.00	7.00
	PACE Upper Keys	Prevention	5.67	5.75	5.25	5.00	5.55
	PACE Lower Keys	Prevention	4.00	5.75	5.75	5.00	5.17
		Mean Scores	**5.56**	**6.17**	**6.00**	**5.67**	**5.91**
Nassau	STEP North (Nassau)	Low Risk	6.33	6.00	6.33	2.00	6.20
	Nassau Halfway House	Moderate Risk	5.00	4.50	5.33	2.00	4.90
		Mean Scores	**5.67**	**5.25**	**5.83**	**2.00**	**5.55**
Okaloosa	Gulf Coast Youth Academy	Moderate Risk	7.67	7.75	6.67	7.00	7.40
	Okaloosa Youth Academy	Moderate Risk	5.67	7.67	7.50	8.00	6.88
	Okaloosa Detention Center	Detention	7.00	7.00	6.50	6.00	6.83
	Adolescent Substance Abuse Program	Moderate Risk	6.33	7.25	6.67	7.00	6.80
	Okaloosa Youth Development Center	Mixed Mod & High	6.33	7.00	7.00	8.00	6.75
	Emerald Coast Marine Institute	Intensive Probation	7.00	5.25	6.25	7.00	6.09
	Milton Girls Juvenile Facility	Moderate Risk	6.00	5.00	4.33	7.00	5.10
		Mean Scores	**6.57**	**6.70**	**6.42**	**7.14**	**6.55**
Okeechobee	Vision Quest Okeechobee – Warrington School	Low Risk	5.67	5.25	4.33	4.00	5.10
	Okeechobee Redirection Camp	Moderate Risk	4.33	5.00	4.66	3.00	4.70
	Vision Quest Okeechobee – Blue Water Full Circle Camp	Moderate Risk	5.00	4.25	4.33	3.00	4.50
		Mean Scores	**5.00**	**4.83**	**4.44**	**3.33**	**4.77**

School District	Program Name	Security Level	Standard 1	2	3	4	Mean
Orange	Orange Detention Center	Detention	7.50	8.00	8.00	8.00	7.83
	PACE Orange	Prevention	7.00	6.75	6.75	7.00	6.82
	Orange Halfway House	High Risk	4.33	6.00	7.00	4.00	5.80
	First Step III Halfway House (First Step II Halfway House)	Moderate Risk	5.00	5.50	4.33	4.00	5.00
	Orlando Marine Institute	Mixed IP & CR	5.00	4.75	4.25	6.00	4.64
		Mean Scores	**5.77**	**6.20**	**6.07**	**5.80**	**6.02**
Osceola	Osceola Detention Center	Detention	4.00	5.50	5.00	6.00	4.86
	Adolescent Residential Campus (Combined)	Mixed Mod & High	3.33	5.00	4.67	5.00	4.67
	Kissimmee Juvenile Correctional Facility (Three Springs)	High Risk	3.67	4.75	5.00	3.00	4.50
		Mean Scores	**3.67**	**5.08**	**4.89**	**4.67**	**4.68**
Palm Beach	PACE Palm Beach	Prevention	5.67	5.75	6.00	5.00	5.82
	South Florida Halfway House	Moderate Risk	4.33	5.75	5.33	7.00	5.20
	SAGO PALM - Pahokee Youth Development Center	High Risk	4.00	5.50	4.33	3.00	4.70
	Palm Beach Marine Institute	Mixed IP & CR	3.67	4.25	4.50	8.00	4.18
	Palm Beach Detention Center	Detention	3.00	4.00	4.67	3.00	4.00
		Mean Scores	**4.13**	**5.05**	**4.97**	**5.20**	**4.78**
Pasco	Pasco Detention Center	Detention	7.00	7.00	7.00	7.00	7.00
	New Port Richey Marine Institute	Intensive Probation	5.67	7.00	7.00	6.00	6.56
	PACE Pasco	Prevention	5.33	6.50	7.00	6.00	6.36
	San Antonio Boys Village	Moderate Risk	5.00	5.50	5.00	6.00	5.20
	Gulf and Lake Academy	Moderate Risk	4.67	4.75	5.00	4.00	4.80
	Wilson Youth Academy	Moderate Risk	4.00	4.00	4.00	4.00	4.00
	Mandala Adolescent Treatment Center	Moderate Risk	4.33	3.00	2.33	3.00	3.20
		Mean Scores	**5.14**	**5.39**	**5.33**	**5.14**	**5.30**
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
	Britt Halfway House	Moderate Risk	6.00	7.00	7.00	7.00	6.70

School District	Program Name	Security Level	Standard 1	2	3	4	Mean
	Eckerd Intensive Halfway House	Moderate Risk	6.67	6.75	6.67	7.00	6.70
	PACE Pinellas	Prevention	5.67	7.00	7.00	7.00	6.56
	Camp E-Kel-Etu	Moderate Risk	6.33	6.50	6.67	5.00	6.50
	Boley Young Adult Program	Conditional Release	5.67	6.00	7.00	5.00	6.27
	Eckerd Youth Academy	Low Risk	7.00	5.25	6.33	4.00	6.10
	Eckerd Youth Challenge	Moderate Risk	6.00	6.00	6.33	5.00	6.10
	Camp E-Tu-Makee	Moderate Risk	4.33	6.25	5.33	5.00	5.40
	Pinellas Detention Center	Detention	4.50	6.50	4.33	6.00	5.00
	Pinellas Marine Institute	Mixed IP & CR	7.00	3.25	4.50	6.00	4.73
	Eckerd Leadership Program	Intensive Probation	1.67	2.75	3.50	2.00	3.50
	Camp E-Ma-Chamee	Moderate Risk	3.00	3.25	3.33	3.00	3.20
		Mean Scores	**5.47**	**5.80**	**5.89**	**5.14**	**5.76**
Polk	Polk Boot Camp	Moderate Risk	7.00	7.00	7.00	7.00	7.00
	Polk Detention Center	Detention	7.00	7.00	6.33	7.00	6.71
	Avon Park Youth Academy	Moderate Risk	6.67	6.33	7.00	7.00	6.63
	Live Oak Academy	Moderate Risk	7.00	6.25	6.67	6.00	6.60
	Polk Halfway House	Moderate Risk	6.33	6.50	6.00	6.00	6.30
	PACE Polk	Prevention	6.33	5.00	5.75	6.00	5.64
	Sabal Palm School (Polk YDC)	High Risk	5.00	5.25	5.33	7.00	5.20
	Central Florida Marine Institute	Intensive Probation	3.67	2.25	3.00	5.00	2.91
		Mean Scores	**6.13**	**5.70**	**5.89**	**6.38**	**5.87**
St. Johns	St. Johns Detention Center	Detention	7.00	7.00	7.00	7.00	7.00
	Hastings Youth Academy	Mixed Mod & High	7.00	5.00	5.67	5.00	5.80
		Mean Scores	**7.00**	**6.00**	**6.34**	**6.00**	**6.40**
St. Lucie	St. Lucie Detention Center	Detention	7.00	6.50	6.00	7.00	6.50
	PACE Treasure Coast (St. Lucie)	Prevention	5.67	5.50	6.00	7.00	5.73
		Mean Scores	**6.34**	**6.00**	**6.00**	**7.00**	**6.12**
Santa Rosa	Blackwater STOP Camp	Low Risk	5.00	4.50	5.00	3.00	4.80
	Santa Rosa Residential Facility	Moderate Risk	2.33	3.75	4.67	3.00	3.60
		Mean Scores	**3.67**	**4.13**	**4.84**	**3.00**	**4.20**

School District	Program Name	Security Level	Standard 1	2	3	4	Mean
Sarasota	Sarasota YMCA Character House	Moderate Risk	5.00	6.50	6.33	6.00	6.00
	Gulf Coast Marine Institute - South	Intensive Probation	4.00	5.25	4.50	5.00	4.64
		Mean Scores	**4.50**	**5.88**	**5.42**	**5.50**	**5.32**
Seminole	Seminole Detention Center	Detention	6.00	7.00	7.67	7.00	7.00
	First Step Four (EXCEL Annex)	Low Risk	4.67	4.00	4.67	3.00	4.40
	GOALS	Moderate Risk	3.33	5.00	4.67	4.00	4.40
	Grove Unique Youth Services (Excel Alternatives-Guys)	Moderate Risk	1.67	3.50	2.67	2.00	2.70
		Mean Scores	**3.92**	**4.88**	**4.92**	**4.00**	**4.63**
Union	Union Juvenile Residential Facility	Moderate Risk	2.67	4.25	4.00	0.00	3.70
Volusia	PACE Volusia-Flagler	Prevention	7.67	7.25	7.25	7.00	7.36
	Volusia Detention Center	Detention	7.00	7.00	6.00	7.00	6.57
	Three Springs of Daytona	High Risk	6.67	6.75	5.67	7.00	6.40
	Stewart Marchman Pines Halfway House	Moderate Risk	5.00	6.50	6.67	7.00	6.10
	Stewart Marchman Oaks (Terrance and Lee Hall)	Moderate Risk	4.67	6.50	6.67	7.00	6.00
	Volusia Halfway House	Moderate Risk	5.67	5.00	6.00	5.00	5.50
		Mean Scores	**6.11**	**6.50**	**6.38**	**6.67**	**6.32**
Walton	Walton Learning Center IHH	High Risk	7.00	7.00	5.33	4.00	6.50
	Walton Learning Center SHOP	High Risk	7.00	7.00	5.33	4.00	6.50
		Mean Scores	**7.00**	**7.00**	**5.33**	**4.00**	**6.50**
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
	Vernon Place	High Risk	7.00	5.75	4.00	3.00	5.60
	Eckerd Youth Development Center (Okc. Boys School)	High Risk	4.33	5.00	4.67	5.00	4.70
		Mean Scores	**5.83**	**6.52**	**6.04**	**5.50**	**6.11**

Table F-5: QA Review Scores by Provider

Educational Provider	Program Name	School District	Security Level	Standard 1	2	3	4	Mean
Affiliated Computer Services (ACS)	GOALS	Seminole	Moderate Risk	3.33	5.00	4.67	4.00	4.40
	First Step Four (EXCEL Annex)	Seminole	Low Risk	4.67	4.00	4.67	3.00	4.40
	Grove Unique Youth Services (Excel Alternatives-Guys)	Seminole	Moderate Risk	1.67	3.50	2.67	2.00	2.70
	Mean Scores			**3.22**	**4.17**	**4.00**	**3.00**	**3.83**
Alachua School District	First Step Adolescent Service (Alachua Halfway House)	Alachua	Moderate Risk	3.00	4.75	4.67	3.00	4.20
	Alachua Detention Center	Alachua	Detention	3.50	5.50	3.67	5.00	4.14
	Mean Scores			**3.25**	**5.13**	**4.17**	**4.00**	**4.17**
Associated Marine Institutes, Inc.	Youth Environmental Services	Hillsborough	Moderate Risk	5.67	7.67	6.50	8.00	6.63
	New Port Richey Marine Institute	Pasco	Intensive Probation	5.67	7.00	7.00	6.00	6.56
	Emerald Coast Marine Institute	Okaloosa	Intensive Probation	7.00	5.25	6.25	7.00	6.09
	Crossroads Wilderness Institute	Charlotte	Moderate Risk	5.67	5.75	6.67	6.00	6.00
	Big Cypress Wilderness Institute	Collier	Moderate Risk	7.00	5.50	5.67	7.00	6.00
	Escambia Bay Marine Institute	Escambia	Prevention & CR	7.00	5.00	5.75	7.00	5.82
	Dade Marine Institute – North	Dade	Intensive Probation	7.00	5.25	5.25	7.00	5.73
	West Florida Wilderness Institute	Holmes	Moderate Risk	5.00	5.75	5.67	5.00	5.60
	Space Coast Marine Institute	Brevard	Moderate Risk	5.00	5.75	6.00	4.00	5.60
	WINGS (Women in Need of Greater Strength)	Dade	Moderate Risk	6.33	5.00	4.33	7.00	5.20
	Jacksonville Marine Institute - East	Duval	Intensive Probation	4.00	4.75	5.75	4.00	4.91
	Silver River Marine Institute	Marion	Mixed IP & CR	5.67	4.25	4.75	4.00	4.82
	Pinellas Marine Institute	Pinellas	Mixed IP & CR	7.00	3.25	4.50	6.00	4.73
	Orlando Marine Institute	Orange	Mixed IP & CR	5.00	4.75	4.25	6.00	4.64
	Gulf Coast Marine Institute - South	Sarasota	Intensive Probation	4.00	5.25	4.50	5.00	4.64
	Florida Ocean Science Institute	Broward	Intensive Probation	5.00	4.00	4.75	7.00	4.55
	Florida Environmental Institute	Glades	Moderate Risk	4.67	4.00	4.67	4.00	4.40
	Gainesville Wilderness Institute	Alachua	Mixed IP & CR	4.00	4.25	4.75	3.00	4.36

	Panama City Marine Institute	Bay	Prevention & CR	4.00	4.50	4.33	4.00	4.27
	Palm Beach Marine Institute	Palm Beach	Mixed IP & CR	3.67	4.25	4.50	8.00	4.18
	Tallahassee Marine Institute	Leon	Mixed IP & CR	4.33	3.50	4.50	5.00	4.10
	Southwest Florida Marine Institute	Lee	Mixed IP & CR	3.67	3.25	5.25	5.00	4.09
	Tampa Marine Institute	Hillsborough	Intensive Probation	5.33	3.50	3.50	5.00	4.00
	Gulf Coast Marine Institute - North	Manatee	Intensive Probation	4.67	3.50	3.50	3.00	3.81
	Central Florida Marine Institute	Polk	Intensive Probation	3.67	2.25	3.00	5.00	2.91
		Mean Scores		**5.20**	**4.69**	**5.02**	**5.52**	**4.95**
Bay Point Schools	Bay Point - Kendall (Miami Halfway House)	Dade	Moderate Risk	5.00	4.50	4.67	7.00	4.70
	Bay Point Schools – North	Dade	Moderate Risk	4.67	4.00	3.67	4.00	4.10
		Mean Scores		**4.84**	**4.25**	**4.17**	**5.50**	**4.40**
Bay School District	Bay Detention Center	Bay	Detention	7.50	7.50	8.00	7.00	7.67
	Bay Boot Camp	Bay	Moderate Risk	7.00	7.00	7.50	7.00	7.13
		Mean Scores		**7.25**	**7.25**	**7.75**	**7.00**	**7.40**
Brevard School District	Brevard Halfway House (Francis S. Walker)	Brevard	Moderate Risk	5.67	5.50	6.33	7.00	5.90
	Brevard Detention Center	Brevard	Detention	5.50	5.50	6.33	6.00	5.86
	Brevard Group Treatment Home	Brevard	Low Risk	5.00	4.75	5.67	4.00	5.10
		Mean Scores		**5.39**	**5.25**	**6.11**	**5.67**	**5.62**
Broward School District	Lighthouse Care Center	Broward	Low Risk	5.67	7.67	7.50	7.00	6.95
	Elaine Gordon Sexual Offender Program	Broward	High Risk	6.00	5.50	5.00	7.00	5.50
	Broward Intensive Halfway House	Broward	High Risk	3.00	6.25	5.67	7.00	5.10
	Dina Thompson Academy (Cannon Point)	Broward	Moderate Risk	5.67	5.25	3.33	5.00	4.80
	South Pines Academy	Broward	Mixed Mod & Low	4.33	4.00	5.00	4.00	4.40
		Mean Scores		**4.93**	**5.73**	**5.30**	**6.00**	**5.35**
Children's Comprehensive Services, Inc.	Jacksonville Youth Center	Duval	Conditional Release	6.67	5.50	6.25	3.00	6.09
Collier School District	Collier Detention Center	Collier	Detention	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
		Mean Scores		**6.67**	**7.00**	**7.00**	**7.50**	**6.88**
Correction Services of Florida, LLC	Tiger Success Center	Duval	High Risk	4.00	4.00	5.00	5.00	4.30

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Correctional Services Corporation/Youth Services International	JoAnn Bridges Academy	Madison	Moderate Risk	2.00	4.00	3.00	1.00	3.00
	Santa Rosa Residential Facility	Santa Rosa	Moderate Risk	2.33	3.75	4.67	3.00	3.60
		Mean Scores		**2.17**	**3.88**	**3.84**	**2.00**	**3.30**
Crosswinds Youth Services	Rainwater Center for Girls	Brevard	Intensive Probation	4.33	5.00	5.50	5.00	5.00
Dade School District	Florida City Youth Center	Dade	Moderate Risk	4.33	6.00	5.67	4.00	5.40
	Everglades Youth Development Center	Dade	High Risk	4.33	5.75	5.67	3.00	5.30
	Dade Detention Center	Dade	Detention	4.00	5.50	5.67	6.00	5.14
	Southern Glades Youth Academy	Dade	Moderate Risk	4.67	4.75	4.00	3.00	4.50
	Duval Detention Center	Duval	Detention	4.00	7.50	6.00	6.00	5.86
	Impact Halfway House	Duval	Moderate Risk	5.33	5.50	5.00	5.00	5.70
	Duval Halfway House	Duval	Moderate Risk	4.00	6.25	6.00	5.00	5.50
		Mean Scores		**4.38**	**5.89**	**5.43**	**4.57**	**5.34**
Eckerd Youth Alternatives, Inc.	Camp E-Nini-Hassee	Pinellas	Moderate Risk	6.67	6.67	7.00	5.00	6.75
	Eckerd Intensive Halfway House	Pinellas	Moderate Risk	6.67	6.75	6.67	7.00	6.70
	Camp E-Kel-Etu	Pinellas	Moderate Risk	6.33	6.50	6.67	5.00	6.50
	Eckerd Youth Challenge	Pinellas	Moderate Risk	6.00	6.00	6.33	5.00	6.10
	Eckerd Youth Academy	Pinellas	Low Risk	7.00	5.25	6.33	4.00	6.10
	Camp E-Tu-Makee	Pinellas	Moderate Risk	4.33	6.25	5.33	5.00	5.40
	Eckerd Leadership Program	Pinellas	Intensive Probation	1.67	2.75	3.50	2.00	3.50
	Camp E-Ma-Chamee	Pinellas	Moderate Risk	3.00	3.25	3.33	3.00	3.20
		Mean Scores		**5.21**	**5.43**	**5.65**	**4.50**	**5.53**
Escambia School District	Escambia Detention Center	Escambia	Detention	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
		Mean Scores		**6.59**	**7.75**	**7.50**	**6.00**	**7.23**
Florida Department of Forestry	Forestry Youth Academy	Levy	Conditional Release	4.33	6.75	7.00	7.00	6.10
Hamilton School District	Panther Success Center	Hamilton	Mixed Mod & High	4.67	3.50	3.67	4.00	3.90
	Withlacoochee Juvenile Residential Facility	Hernando	Low Risk	2.33	3.25	2.67	1.00	2.80
		Mean Scores		**3.50**	**3.38**	**3.17**	**2.50**	**3.35**
Hillsborough School District	Falkenburg Academy	Hillsborough	Moderate Risk	6.00	7.50	7.67	7.00	7.10
	Hillsborough Academy (IRT)	Hillsborough	High Risk	5.66	7.67	8.00	7.00	7.00

	Columbus Residential Facility	Hillsborough	Moderate Risk	5.67	7.00	6.33	7.00	6.40
	Hillsborough Detention Center - East	Hillsborough	Detention	5.50	4.00	7.33	3.00	5.86
	Leslie Peters Halfway House	Hillsborough	Moderate Risk	4.00	7.25	5.00	7.00	5.60
	Hillsborough Detention Center - West	Hillsborough	Detention	5.50	5.50	5.33	6.00	5.43
	Riverside Academy	Hillsborough	Moderate Risk	5.00	4.25	5.33	7.00	4.70
		Mean Scores		**5.33**	**6.17**	**6.43**	**6.29**	**6.01**
Human Services Associates	Desoto Dual Diagnosis Facility	DeSoto	High Risk	5.00	5.00	6.00	5.00	5.30
	Bowling Green Youth Academy	Hardee	Moderate Risk	5.67	5.25	5.00	6.00	5.30
	Desoto Correctional Facility	DeSoto	High Risk	4.33	5.25	4.33	6.00	4.70
		Mean Scores		**5.00**	**5.17**	**5.11**	**5.67**	**5.10**
Hurricane Island Outward Bound	STEP North (Nassau)	Nassau	Low Risk	6.33	6.00	6.33	2.00	6.20
	Peace River Outward Bound	DeSoto	Low Risk	6.67	4.00	4.00	5.00	4.80
	Escambia River Outward Bound	Escambia	Low Risk	2.67	6.25	4.67	4.00	4.70
		Mean Scores		**5.22**	**5.42**	**5.00**	**3.67**	**5.23**
Keystone Educational Youth Services	Bay HOPE	Bay	Moderate Risk	5.33	4.50	5.00	4.00	4.90
Lee School District	Southwest Florida Detention Center	Lee	Detention	6.50	5.00	4.67	3.00	5.29
	Price Halfway House	Lee	Moderate Risk	6.00	4.50	4.67	3.00	5.00
		Mean Scores		**6.25**	**4.75**	**4.67**	**3.00**	**5.15**
Leon School District	Leon Detention Center	Leon	Detention	5.50	6.00	5.67	7.00	5.71
	Sawmill Academy for Girls	Leon	Moderate Risk	4.33	4.25	5.33	5.00	4.60
		Mean Scores		**4.92**	**5.13**	**5.50**	**6.00**	**5.16**
Liberty School District	Bristol Youth Academy	Liberty	Moderate Risk	6.33	5.00	6.00	7.00	5.70
Manatee School District	MATS Halfway House and Sex Offender Program	Manatee	Mixed Mod & High	5.00	6.50	3.00	3.00	5.00
	Manatee Detention Center	Manatee	Detention	2.50	2.00	5.00	3.00	3.43
		Mean Scores		**5.14**	**5.30**	**5.40**	**5.17**	**5.29**
Marion School District	Marion Juvenile Correctional Facility	Marion	High Risk	4.00	4.75	6.00	5.00	4.90
	Marion Detention Center	Marion	Detention	4.50	3.00	6.33	4.00	4.86
	Marion Youth Development Center	Marion	Moderate Risk	4.33	5.25	3.67	5.00	4.50
		Mean Scores		**4.28**	**4.33**	**5.33**	**4.67**	**4.75**
Martin School District	Martin County Boot Camp (JOTC)	Martin	Moderate Risk	4.67	6.00	6.67	6.00	5.80

	Jonathan Dickinson STOP Camp	Martin	Low Risk	5.00	4.50	4.67	5.00	4.70
	Mean Scores			**4.84**	**5.25**	**5.67**	**5.50**	**5.25**
Monroe School District	Monroe Detention Center	Monroe	Detention	7.00	7.00	7.00	7.00	7.00
Nassau School District	Nassau Halfway House	Nassau	Moderate Risk	5.00	4.50	5.33	2.00	4.90
North American Family Institute	Monticello New Life Center	Jefferson	High Risk	5.33	5.25	6.00	3.00	5.50
Okaloosa School District	Gulf Coast Youth Academy	Okaloosa	Moderate Risk	7.67	7.75	6.67	7.00	7.40
	Okaloosa Youth Academy	Okaloosa	Moderate Risk	5.67	7.67	7.50	8.00	6.88
	Okaloosa Detention Center	Okaloosa	Detention	7.00	7.00	6.50	6.00	6.83
	Adolescent Substance Abuse Program	Okaloosa	Moderate Risk	6.33	7.25	6.67	7.00	6.80
	Okaloosa Youth Development Center	Okaloosa	Mixed Mod & High	6.33	7.00	7.00	8.00	6.75
	Milton Girls Juvenile Facility	Okaloosa	Moderate Risk	6.00	5.00	4.33	7.00	5.10
	Mean Scores			**6.50**	**6.95**	**6.45**	**7.17**	**6.63**
Okeechobee School District	Okeechobee Redirection Camp	Okeechobee	Moderate Risk	4.33	5.00	4.66	3.00	4.70
Orange School District	Orange Detention Center	Orange	Detention	7.50	8.00	8.00	8.00	7.83
	Orange Halfway House	Orange	High Risk	4.33	6.00	7.00	4.00	5.80
	First Step III Halfway House (First Step II Halfway House)	Orange	Moderate Risk	5.00	5.50	4.33	4.00	5.00
	Mean Scores			**5.61**	**6.50**	**6.44**	**5.33**	**6.21**
Osceola School District	Osceola Detention Center	Osceola	Detention	4.00	5.50	5.00	6.00	4.86
	Adolescent Residential Campus (Combined)	Osceola	Mixed Mod & High	3.33	5.00	4.67	5.00	4.67
	Kissimmee Juvenile Correctional Facility (Three Springs)	Osceola	High Risk	3.67	4.75	5.00	3.00	4.50
	Mean Scores			**3.67**	**5.08**	**4.89**	**4.67**	**4.68**
Owl Global/Redirection Services	Union Juvenile Residential Facility	Union	Moderate Risk	2.67	4.25	4.00	0.00	3.70
PACE Center for Girls, Inc.	PACE Volusia-Flagler	Volusia	Prevention	7.67	7.25	7.25	7.00	7.36
	PACE Orange	Orange	Prevention	7.00	6.75	6.75	7.00	6.82
	PACE Duval	Duval	Prevention	7.00	7.00	6.25	7.00	6.73
	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 Marion	Marion	Prevention	6.00	6.75	6.75	7.00	6.55

	PACE Immokalee	Collier	Prevention	5.67	7.00	6.50	7.00	6.45
	PACE Pasco	Pasco	Prevention	5.33	6.50	7.00	6.00	6.36
	PACE Alachua	Alachua	Prevention	5.00	7.00	6.50	6.00	6.27
	PACE Hillsborough	Hillsborough	Prevention	6.67	5.75	6.25	3.00	6.18
	PACE Escambia	Escambia	Prevention	6.00	6.50	6.00	7.00	6.18
	PACE Palm Beach	Palm Beach	Prevention	5.67	5.75	6.00	5.00	5.82
	PACE Treasure Coast (St. Lucie)	St. Lucie	Prevention	5.67	5.50	6.00	7.00	5.73
	PACE Polk	Polk	Prevention	6.33	5.00	5.75	6.00	5.64
	PACE Upper Keys	Monroe	Prevention	5.67	5.75	5.25	5.00	5.55
	PACE Leon	Leon	Prevention	5.67	5.25	5.75	5.00	5.55
	PACE Lower Keys	Monroe	Prevention	4.00	5.75	5.75	5.00	5.17
	PACE Manatee	Manatee	Prevention	4.00	5.00	5.00	5.00	4.72
	PACE Dade	Dade	Prevention	4.33	5.00	4.50	7.00	4.64
		Mean Scores		**5.77**	**6.18**	**6.15**	**6.11**	**6.05**
Palm Beach School District	South Florida Halfway House	Palm Beach	Moderate Risk	4.33	5.75	5.33	7.00	5.20
	SAGO PALM - Pahokee Youth Development Center	Palm Beach	High Risk	4.00	5.50	4.33	3.00	4.70
	Palm Beach Detention Center	Palm Beach	Detention	3.00	4.00	4.67	3.00	4.00
		Mean Scores		**3.78**	**5.08**	**4.78**	**4.33**	**4.63**
Pasco School District	Pasco Detention Center	Pasco	Detention	7.00	7.00	7.00	7.00	7.00
	San Antonio Boys Village	Pasco	Moderate Risk	5.00	5.50	5.00	6.00	5.20
	Gulf and Lake Academy	Pasco	Moderate Risk	4.67	4.75	5.00	4.00	4.80
	Wilson Youth Academy	Pasco	Moderate Risk	4.00	4.00	4.00	4.00	4.00
	Mandala Adolescent Treatment Center	Pasco	Moderate Risk	4.33	3.00	2.33	3.00	3.20
		Mean Scores		**5.00**	**4.85**	**4.67**	**4.80**	**4.84**
Pinellas School District	Pinellas Boot Camp	Pinellas	Moderate Risk	6.00	8.00	7.50	5.00	7.13
	Britt Halfway House	Pinellas	Moderate Risk	6.00	7.00	7.00	7.00	6.70
	Boley Young Adult Program	Pinellas	Conditional Release	5.67	6.00	7.00	5.00	6.27
	Pinellas Detention Center	Pinellas	Detention	4.50	6.50	4.33	6.00	5.00
		Mean Scores		**5.54**	**6.88**	**6.46**	**5.75**	**6.28**
Police Athletic League Charter School	Manatee Boot Camp	Manatee	Moderate Risk	6.67	6.50	5.67	7.00	6.30
	Manatee Youth Academy	Manatee	High Risk	5.33	6.00	5.33	3.00	5.60
	Manatee Omega	Manatee	Maximum Risk	4.67	5.25	5.00	5.00	5.00
		Mean Scores		**5.56**	**5.92**	**5.33**	**5.00**	**5.63**
Polk School District	Polk Boot Camp	Polk	Moderate Risk	7.00	7.00	7.00	7.00	7.00
	Polk Detention Center	Polk	Detention	7.00	7.00	6.33	7.00	6.71
	Live Oak Academy	Polk	Moderate Risk	7.00	6.25	6.67	6.00	6.60
	Polk Halfway House	Polk	Moderate Risk	6.33	6.50	6.00	6.00	6.30

	Sabal Palm School (Polk YDC)	Polk	High Risk	5.00	5.25	5.33	7.00	5.20
	Mean Scores			**6.47**	**6.40**	**6.27**	**6.60**	**6.36**
Radar Group, Inc	Walton Learning Center SHOP	Walton	High Risk	7.00	7.00	5.33	4.00	6.50
	Walton Learning Center IHH	Walton	High Risk	7.00	7.00	5.33	4.00	6.50
	Mean Scores			**7.00**	**7.00**	**5.33**	**4.00**	**6.50**
Santa Rosa School District	Blackwater STOP Camp	Santa Rosa	Low Risk	5.00	4.50	5.00	3.00	4.80
Sarasota Family YMCA, Inc.	Sarasota YMCA Character House	Sarasota	Moderate Risk	5.00	6.50	6.33	6.00	6.00
Securicor New Century	Avon Park Youth Academy	Polk	Moderate Risk	6.67	6.33	7.00	7.00	6.63
	Cypress Creek Academy	Citrus	Maximum Risk	5.33	5.75	4.67	5.00	5.30
	Mean Scores			**6.00**	**6.04**	**5.84**	**6.00**	**5.97**
Seminole School District	Seminole Detention Center	Seminole	Detention	6.00	7.00	7.67	7.00	7.00
St. Johns School District	St. Johns Detention Center	St. Johns	Detention	7.00	7.00	7.00	7.00	7.00
	Hastings Youth Academy	St. Johns	Mixed Mod & High	7.00	5.00	5.67	5.00	5.80
	Mean Scores			**7.00**	**6.00**	**6.34**	**6.00**	**6.40**
St. Lucie School District	St. Lucie Detention Center	St. Lucie	Detention	7.00	6.50	6.00	7.00	6.50
Twin Oaks Juvenile Development	Liberty Wilderness Crossroads Camp	Liberty	Moderate Risk	7.33	6.75	6.67	3.00	6.90
VisionQuest Ltd.	Vision Quest Okeechobee – Warrington School	Okeechobee	Low Risk	5.67	5.25	4.33	4.00	5.10
	Vision Quest Okeechobee – Blue Water Full Circle Camp	Okeechobee	Moderate Risk	5.00	4.25	4.33	3.00	4.50
	Mean Scores			**5.34**	**4.75**	**4.33**	**3.50**	**4.80**
Volusia School District	Volusia Detention Center	Volusia	Detention	7.00	7.00	6.00	7.00	6.57
	Three Springs of Daytona	Volusia	High Risk	6.67	6.75	5.67	7.00	6.40
	Stewart Marchman Pines Halfway House	Volusia	Moderate Risk	5.00	6.50	6.67	7.00	6.10
	Stewart Marchman Oaks (Terrance and Lee Hall)	Volusia	Moderate Risk	4.67	6.50	6.67	7.00	6.00
	Volusia Halfway House	Volusia	Moderate Risk	5.67	5.00	6.00	5.00	5.50
	Mean Scores			**5.80**	**6.35**	**6.20**	**6.60**	**6.11**

Washington School District	Dozier Training School for Boys	Washington	High Risk	6.00	7.67	8.00	7.00	7.13
	Jackson Juvenile Offender Correction Center	Washington	High Risk	6.00	7.67	7.50	7.00	7.00
	Vernon Place	Washington	High Risk	7.00	5.75	4.00	3.00	5.60
	Eckerd Youth Development Center (Okc. Boys School)	Washington	High Risk	4.33	5.00	4.67	5.00	4.70
	Mean Scores			**5.83**	**6.52**	**6.04**	**5.50**	**6.11**
Youthtrack, Inc.	Seminole Work and Learn	Leon	Moderate Risk	4.67	5.75	5.33	7.00	5.30

STUDENT AND TEACHER CLIMATE SURVEYS

STUDENT SURVEY

We are interested in what you think about your <u>school</u> experiences in this facility. Please know that <u>you will remain anonymous</u> (no one will be able to tell which survey *you* filled out).

Example:

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
1. Ice cream tastes better than vegetables.	√				

I. Please answer the following questions about your <u>school</u> by checking the appropriate box.

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
1. I feel safe at this school.					
2. I like this school better than my last public school.					
3. I am learning at this school.					
4. I have fun learning at this school.					
5. My classes are too easy.					
6. The school grounds and building are well maintained.					
7. At this program, education comes first.					
8. Class rules are the same as program rules.					

II. Please answer the following questions about the <u>teachers</u> at your school by checking the appropriate box.

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
9. My teachers care about me.					
10. My teachers treat me with respect.					

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
11. My teachers listen to my ideas.					
12. My teachers treat other students fairly.					
13. My teachers believe that I can learn.					
14. My teachers encourage me to do well in school.					
15. My teachers serve as my role models.					
16. My teachers explain things so that I can understand.					
17. I like my teachers at this school better than my teachers at my last public school.					
18. My teachers seem happy to work here.					

III. Please answer the following questions about your <u>classmates</u> by checking the appropriate box.

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
19. At this program, students respect each other.					
20. At this program, other students encourage me to do well in school.					
21. At this program, my classmates try to get me to misbehave.					
22. Other students in this program don't believe school is important.					
23. At this program, my classmates are bullies.					

IV. Please answer the following questions about how often you do the following <u>activities in your classes</u> by checking the appropriate box.

	More than Once a Day	Once a Day	2-3 Times a Week	Once a Week	Almost Never
24. Listening to the teacher teach to the whole class.					
25. Reading.					
	More than Once a Day	Once a Day	2-3 Times a Week	Once a Week	Almost Never
26. Answering questions from a book or worksheet.					
27. Working on hands-on projects.					
28. Working on computers.					
29. Teachers working with students in small groups.					
30. Working on homework assignments. (Leave blank if you never get homework assignments at this program.)					

V. Please answer the following questions about your <u>classes</u> by checking the appropriate box.

	All Classes	Some Classes	No Classes
31. My teachers give me individual help.			
32. If a student gets good grades, he or she gets rewarded.			
33. If a student disrupts class, he or she gets in trouble.			
34. Students talk when the teacher is trying to teach.			
35. My teachers have the same rules.			
36. Class sometimes starts late.			

VI. Please answer the question about your <u>family</u> by checking the appropriate box.

37. Does anyone at the program talk to your family about how you are doing in school?

☐ **Yes**   ☐ **No**

VII. Please answer the following questions about your <u>progress</u> at this school by checking the appropriate box.

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
38. This school told me what school subjects I needed the most improvement on.					
39. In my classes, my teachers work hard so that I can improve in these subjects.					
40. I wish my teachers helped me more with the subjects I have trouble with.					
41. At this program, we discuss my <u>school</u> progress regularly.					
42. This school has helped me learn better than my last public school.					
43. I have improved in the school subjects that I needed the most help with since I came to this program.					

VIII. Please answer the following questions about your <u>plans once you leave the program</u> by either filling in the provided blank, or checking the appropriate box.

44. How well is the program or school helping you or preparing you to return to school after you leave the program?

☐ **Very Well**

☐ **Okay**

☐ **NA** (Does not apply to me.)

☐ **Not Very Much**

☐ **Not At All**

45a. Do you plan to return to school once you leave the program?　　☐ **Yes**　　　☐ **No**

　　　45b. Who <u>from the program</u> is helping you? _____

　　　_____

　　　45c. Who <u>from home</u> is helping you?_____

　　　_____

　　　45d. What type of school do you plan to return to? (*Please check the appropriate box.*)
　　　　　☐　　**Regular (public)**
　　　　　☐　　**Alternative**
　　　　　☐　　**Adult**
　　　　　☐　　**Vocational**
　　　　　☐　　**College**
　　　　　☐　　**Other** (*Please tell us*) _____

46a. Do you plan to get a job once you leave the program?　　☐ **Yes**　　　☐ **No**

　　　46b. Who <u>from the program</u> is helping you? _____

　　　_____

　　　46c. Who <u>from home</u> is helping you?_____

　　　_____

　　　46d. What type of job do you plan to get? _____

　　　_____

47. Are your parents involved in your plans for when you leave the program?　☐ **Yes**　　☐ **No**

48. Do you need more help making plans for when you leave the program?　☐ **Yes**　　☐ **No**

IX. We would like to know more about how you feel about this school. Please answer the following questions.

49. If you were in charge of the school, what is the first thing you would change <u>about the school</u>?

　　　_____

　　　_____

　　　_____

　　　_____

　　　_____

50. If there is anything else you would like to tell us about your experience at this school, please do so.

_____

_____

_____

_____

_____

X. Now, please take the time to answer these last few questions about yourself.

51. How old are you: _____

52. How do you describe yourself: (*Please check the appropriate one*)

    White_____   **Asian**_____

    Black_____   **Native American**_____

    Hispanic_____   **Other** (*Please tell us*)_____

53. How many weeks have you been in this program?_____

54. What grade are you currently in?_____

55. During the past 12 months, how would you describe your grades in school? (*Please check the appropriate one*)

    ☐ **Mostly A's**   ☐ **Mostly D's and F's**

    ☐ **Mostly A's and B's**   ☐ **Mostly F's**

    ☐ **Mostly B's and C's**   ☐ **Un-graded**

    ☐ **Mostly C's and D's**   ☐ **Not sure**

56a. Do you have a diploma?_____

56b. If yes, please check the box next to the type of diploma you have.

    ☐ **GED**

    ☐ **Standard**

    ☐ **Special**

Thank you for completing this survey.

TEACHER CLIMATE SURVEY

We are interested in learning about your experience teaching in this program. Please answer the following questions, and know that <u>you will remain completely anonymous</u>.

I. Please answer the following questions about your school by checking the appropriate box.

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
1. I feel safe at this school.					
2. I belong at this school.					
3. I am respected by the students at this school.					
4. I look forward to going to work everyday.					
5. If you have taught at a public school, you enjoy working at a juvenile justice school more than working at a public school. (Leave blank if you have not taught at a public school.)					
6. I feel that morale is high on the part of:					
6a. Students.					
6b. Teachers.					
6c. Support staff.					
6d. Administrators.					
6e. Parents.					

II. Please answer the following questions about the learning atmosphere of your school by checking the appropriate box.

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
7. Quality work is expected of me.					
8. The school's instructional materials are appropriate for my students' ability levels.					
9. The school's instructional materials are appropriate for my students' interests.					
10. The school provides an atmosphere where every student can succeed.					
11. I feel that more importance is placed on educational needs than other program needs.					

III. Please answer the following questions about the administration of your school by checking the appropriate box.

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
12. Teacher participation in school management is encouraged.					
13. Administrators provide the resources needed to be an effective teacher.					
14. I feel that I am respected by my school administrators.					
15. School administrators communicate clearly.					
16. School administrators communicate in a timely fashion.					
17. My administrator is an effective instructional leader.					

IV. Please answer the following questions about your teaching strengths and beliefs by checking the appropriate box.

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
18. I am effective at teaching the classes assigned to me.					
19. I believe every student can learn.					
20. I work effectively with:					
20a. Special education students.					
20b. Limited English speaking students.					
20c. Ethnically diverse students.					
20d. Lower achieving students.					
21. I believe student achievement can increase through:					
21a. Teacher use of student outcome data (e.g., assessment measures).					
21b. Integrating instruction across curricula.					
21c. Thematic instruction.					
21d. Class lecturing.					
21e. Cooperative learning.					
21f. Students working independently.					
21g. Use of computers.					
21h. Close relationships between teachers and students.					

V. Please rank the following items from 1-6 based on how often you incorporate the following learning strategies into your curriculum, with 1 being the strategy you employ most often and 6 being the strategy you employ the least often. If you do not use one or more of the following strategies at all, please check the box to the far right of the item(s) and do not rank it (or them).

22. What is the foundation of your curriculum?

	Rank (#)	Do Not Use
22a. Books	_____	☐
22b. Computers	_____	☐
22c. Audio/Visual	_____	☐
22d. Lecture	_____	☐
22e. Hands-on	_____	☐
22f. Other	_____	☐

    If "Other," please specify:

_____

VI. Please answer the following questions about teaching specifically in a juvenile justice program.

	Strongly Agree	Agree	Neither Disagree Nor Agree	Disagree	Strongly Disagree
23. In addition to education, my job is to provide a positive role model for my students.					
24. Parent participation is important to this school.					
25. Juvenile justice students deserve the same educational opportunities as other students.					
26. If you have taught at a public school, student behavior is generally better in juvenile justice schools than in other schools. (Leave blank if you have not taught at a public school.)					
27. If you have taught at a public school, juvenile justice students are just as capable of academic success as other students. (Leave blank if you have not taught at a public school.)					

VII. We are interested in learning about any of your feelings and experiences teaching within the juvenile justice system that we may have missed in the previous sections. Please answer the following question.

28. If there is anything else you would like to tell us about your experience at this school, please do so.

_____

_____

_____

_____

_____

VIII. Now, please answer the following questions about yourself.

29. Gender:
☐ **Female**   ☐ **Male**

30. Race/ethnicity:
☐ **White**   ☐ **Asian**

☐ **Black**   ☐ **Native American**

☐ **Hispanic**   ☐ **Other** (*Please specify*)_____

31. Age: (*Please specify*) _____

32. What classes do you teach? (*Please check all that apply*.)
☐ **English**   ☐ **Other** (*Please specify*.)

☐ **Math**   _____

☐ **Science**   _____

☐ **Social Science**   _____

☐ **Vocational**   _____

☐ **Electives**   _____

33. What is your level of certification? (*Please check the appropriate level*.)
☐ **Statement of Eligibility**

☐ **Temporary Professional**

☐ **Professional**

☐ **Not Certified**

34. Please list your areas of certification.

_____

_____

_____

_____

_____

35. How long have you been teaching (*in years*)? _____

36. How long have you been teaching at this program (*in months*)? _____

Thank you for completing this survey.

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 <u>only one</u> 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 *credit bearing* 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=	**Area of Certification**	**Type of Certification**	Total Years F/T prof. teaching	☐ FT
	2)	A=	1)			
Male or Female / # periods taught daily	3)	E=	2)		Total months teaching at **this** program	☐ PT
			3)			
	4)	G=	4)			
Name:	1)	T=	1)		Total Years F/T prof. teaching:	☐ FT
	2)	A=	2)			
Male or Female / # periods taught daily	3)	E=	3)		Total months at **this** program	☐ PT
	4)	G=	4)			

BEST PRACTICES SCORING RUBRIC

Programs' scores are computed at the indicator level. Specifically, for each indicator a program may receive a score of 0, 1, or 2. A score of 0 means that the particular indicator was absent entirely or present to such a limited degree as to have no overall impact or effect on the program or its students. A score of 1 means that the indicator was both present and common practice. On the other hand, a score of 2 means that the specific indicator was not only present and common practice, but that it was also present to a very impressive degree (e.g., for the appropriate class size indicator, a program would receive a 2 if it not only had small student-to-teacher ratios, but if these ratios further decreased for classes with greater numbers of ESE students). With this range of possible scores (0-2), the highest possible overall score is 118 (59 indicators multiplied by 2).

The second phase of the scoring process requires the placement of each program into one of three possible program types: poor, average, and model. This process is based directly on the percentage of indicators a given program "passed" (that is, received a 1 or a 2). Poor programs are those that passed less than 50% of the indicators, average programs passed between 50-79% of the indicators, and model programs passed 80% or more of the 59 indicators. An additional criterion applies only to the potential model programs. In addition to passing at least 80% of the indicators, these programs must also attain a perfect score (ie., receive scores of 1 or 2) on all indicators for at least one best practice area.

Once programs are classified into one of the three program types they are ranked a second type, but at this point, both quantity and quality are taken into account. In particular, within each of the three categories, the programs' raw indicator scores are used to determine their precise rank order, the maximum possible score being 59.

Other useful ways of numerically describing the programs include providing the number of indicators that received a score of 0, the number of indicators that received a score of 2, and the number of best practice components that received a perfect score (ie., received a score of 1 or 2).

PROGRAM NAME: _____			**FINAL STATUS:** _____		

Areas of Best Practices	*Score*	Components	*Score*	Indicators	*Score*
School Environment					
		Communal Organization		1 There are shared goals among education, custody, and treatment staff	

2 Education is viewed as the number one priority by all staff

3 There is a program-wide emphasis on special education

4 There is meaningful, open, and honest communication among education, custody, and treatment staff

5 An accountability system is in practice that includes a contract between relevant agencies, standards, evaluations, and sanctions

6 Teachers are satisfied with their situation, including safety, a reasonable workload, administrative support, and good pay

Student Bonding

1 Students have quality relationships with teachers and education staff

2 Students perceive that the behavior management system is fair

3 Students have multiple opportunities for success

4 Incentives are offered

5 The program promotes the idea that students believe school is important

6 The program promotes the idea that students have positive perceptions of their peers

7 Students feel safe

Inclusive Environment

1 Special education students are not segregated from the general population

Appropriate Class Size

1 Class size ratios reflect student needs, subject-area demands, equipment resource availability, and legal mandates

Student and Parent Policy

1 Student and parent involvement are routinely solicited and encouraged

2 Accommodations are made to facilitate parental involvement

Resources and Community Partnerships				
	Adequate Learning Materials	_____	1	Students are provided with a variety of print and non-print resources
			2	Students have regular access to an adequate library
			3	Students have regular access to technology resources
			4	Students are regularly provided with online learning capabilities
	Community/Business Involvement	_____	1	Students are provided with community-based instruction opportunities
			2	The school has formed partnerships with local businesses and community members
			3	Students are provided with actual hands-on work experience
			4	Students are provided with employer involvement prior to release
			5	Students are provided with employment opportunities following release
	Collaborative Relationships with Relevant Agencies	_____	1	The school and program have formed stable, open, and positive relationships with a variety of local and state education, juvenile justice, and social service agencies

Assessments, Diagnostics, and Guidance				
	Rigorous Assessment Process	_____	1	A variety of professionals are involved with the entry assessment process
			2	The assessment process is multimethod
			3	The assessment process assessed a variety of areas (cognitive, sensory, academic, social, independent learning, vocational)
			4	Student and parent input is solicited and incorporated

Individualized Student Plans		1	Assessment results are used to develop individualized student plans (IEPs/IAPs)
Continual Monitoring of Student Progress		1	Student plans are self-paced such that a student does not move on to a new task until the previous one is mastered
		2	There is continual feedback between the educational staff and student
		3	Student progress is regularly communicated to parents
		4	Modifications are made to individualized student plans to reflect changing ability levels and interests, as needed

Exit and Aftercare Services

Exit Plan Designed and Initiated Upon Student Entry		1	Exit assessments are used to determine student progress
		2	Complete student exit files are developed
		3	Copies of the student exit file are sent with the student and to his or her next educational setting
		4	Educational staff is involved in the transition process
Assistance with Transition Back to the Community		1	Pre-release assistance with job placement and/or selection and placement of the next educational setting, as appropriate
Community-Based Aftercare Program		1	Surveillance by case manager
		2	Wide range of services (education, work, family therapy, substance abuse treatment, peer influences, community responsibility and interaction)

Curriculum and Instruction

	Individualized Curriculum	1 Curriculum is directly based on entry assessment process results, prior school performance, and post placement goals	
		2 Meaning-based feedback (monitoring of student progress, discussion of student performance, and prompts for improvement)	
		3 Credit recovery programs	
	Holistic Curriculum	1 Addresses core academic and vocational/employability courses, GED/diploma options, and life/social/self-determination skills training	
		2 Incorporation of life skills and problem-solving skills into regular lesson plans	
	Emphasis on Reading, Writing, and Speech	1 Individual and classroom lesson plans have a strong focus on reading, writing, and speech	
		2 Incorporation of language processing and production skills into social skills interventions	
	Various Instructional Strategies	1 Use of various teaching strategies (multiple grouping formats, learning formats, settings, and learning modalities)	
		2 Incorporation of technology and other various learning materials	
Educational Personnel and Teachers			
	Teacher Certification	1 Professional certification	
		2 In-area teaching	
	Teaching Experience	1 Educational staff experience teaching in juvenile justice institutions	
	Well-Designed Recruitment and Retention Practices	1 Recruitment and cultivation of high quality teachers	
		2 Orientation/induction process	

| *Teacher Training and Preparation* | | 1 | Teacher preparation in knowledge competencies, diagnosis, interventions, communication, evaluation skills, vocational education, and behavior management, as appropriate | |
| | | 2 | Ongoing professional development training opportunities | |

OVERALL SCORES

COMPONENT (mean) _____   **INDICATOR (percentage)** _____

AVON PARK YOUTH ACADEMY
242 South Park Boulevard
Avon Park, FL 33825
Dr. John Zeuli, Principal (863/452-3815)
Pete Zeegers, Program Administrator (863/452-4302)

Avon Park Youth Academy is a moderate risk residential program located in Polk County that houses up to 200 males, from ages 16 to 18, for an average of 270 days. Students come from all over the state, and approximately 30% of the students qualify for ESE services. In order for students to be placed in Avon Park, they must be assessed as being unlikely to return home or to public school upon release, and must not have any significant mental health or substance abuse problems. Avon Park focuses on vocational education and life skills training, because its students are older than average. They also, however, offer a full range of academic courses, GED and diploma options, and college selection services. Securicor, a for-profit organization, operates both the facility and the educational program. The Home Builders Institute provides six of the twelve vocational courses, while Street Smart provides aftercare services that are funded by a federal grant.

Avon Park's Best Practices

School Environment

Avon Park Youth Academy began as a collaborative effort between the Florida Department of Juvenile Justice and Securicor to specifically serve older youths. Department of Juvenile Justice commitment managers were trained and given a screening instrument to assist in placing youths in this facility. The population was to consist of older juveniles who were not likely to return home or to school, and who did not have cognitive disabilities, dual diagnosis, or a history of taking psychotropic drugs. The screening phase is no longer formally in place, but the Department of Juvenile Justice commitment managers are still trained the same way, and juveniles of this particular nature continue to be placed in the facility. Avon Park is a unique juvenile residential facility in this respect.

Avon Park Youth Academy is located on 38 acres of land formerly used as Avon Park's Air Force Bombing Range. The grounds and buildings are very clean and attractive, while numerous gardens are filled with manicured flowers and shrubbery. All classrooms are neatly arranged with individual and group working stations, and educational displays and student work products adorn the walls. In addition, students' vocational accomplishments–such as buildings, wells, gardens and sidewalks–can be seen throughout the Academy's grounds and nearby neighborhoods. The surrounding community, in turn, plays a large role in the vocational experiences of the young men, as the youth provide numerous community services, such as building playgrounds, setting up for festivals, planting trees, donating Christmas cookies, washing cars, building homes for Habitat for Humanity, and so on. Furthermore, several community members also provide materials and services to the youth, such as donating landscaping and masonry equipment and participating in Avon Park's job fair.

Securicor operates both the facility and the educational program, so there is consistency in expectations and behavior management procedures. The philosophy is reminiscent of the 1800's delinquency work programs, where residents spend the majority of their 8am-4pm weekdays in vocational training. Specifically, the day is separated into four one hour and forty-five minute class periods, three of which are spent in vocational courses and one of which is devoted to academics. However, students who request additional academic instruction receive modified class schedules reflecting their educational aspirations (i.e., two periods of vocational training, two of academics, and evening academic tutoring and/or computer lab instruction).

In academic classrooms, the student-to-teacher ratio is 20:1, while the vocational course ratio is 10:1. Paraprofessionals, who are usually first hired as youth service counselors and then train to become paraprofessionals (and eventually teachers), assist the academic teachers in the classrooms. Most of the academic class time consists of individualized computer activities, but teachers and support staff also provide innovative and exciting activities, such as thematic instruction and lessons directly based on the students' selected vocations. Vocational class time is almost exclusively devoted to hands-on learning.

In general, students, teachers, support and guidance staff, and administrative personnel agree that the school environment is safe, effective, and pleasant. In fact, climate surveys of both students and teachers indicated that most of them would not change anything about the educational program, if given the chance. Additionally, students generally provided positive reviews of their teachers, classmates, and administrators, while most teachers praised their students and administrators. Students typically reported that they felt as though education is a priority at Avon Park, and they confirmed that class rules are the same as program rules. Finally, teachers agreed that the school provides them with sufficient learning materials, encourages their participation in decision-making, and expects quality work from them.

Resources and Community Partnerships

The program has four academic classrooms with individual computers for each student, while all teachers have personal computers and Internet access. Classrooms are also equipped with textbooks, workbooks, overhead projectors, globes, maps, and TV/VCRs. In addition, there is a library containing hundreds of fiction, nonfiction, and reference materials, as well as an auditorium that houses a 61-inch TV/VCR that is used for special purposes.

The program provides numerous community activities, which include educational field trips to the Tampa Job Fair, the American Red Cross, the bowling alley, and the bombing range. Community service activities include the Avon Youth Choir, resident entertainment, puppet shows, Operation Christmas Child, Pathfinders, building and repairing community projects, landscaping and gardening projects, and digital publishing projects. Guest speakers include people from the Avon Park Fire Department, the World Championship Weight-Lifting Organization, and Career Fair speakers from the Florida Technical College, the U.S. Marines, and the U.S. Army.

Avon Park Youth Academy contracts with the School Board of Polk County to provide additional educational support services upon request. More specifically, the school district

employs the reading, transition, and ESE specialists and provides in-service, management information systems (MIS), and Title 1, Part D training. They also process the state academic and vocational certifications.

The Home Builders Institute (HBI) (a workforce development arm of the National Association of Home Builders), and Street Smart (an aftercare program operated by Securicor under a grant from the United States Department of Labor), are the largest grants at Avon Park Youth Academy. Additional money has come from the Workforce Perkins Grant for the Computer Assisted Design (CAD) system and for a new teacher. Title 1, Part D provides funding for library books and other reading instruction material, as well as technological equipment and a reading resource specialist. The school district book depository, staff donations, and school supplies from closed juvenile detention facilities also supplement the existing resources.

Assessments, Diagnostics, and Guidance

Upon entry, Securicor education staff and Street Smart staff work together in order to develop an appropriate and individualized plan for each student. Students take a series of diagnostic tests including: New Century Education (reading and mathematics), Curriculum Based Measurement (writing), Test of Word Reading Efficiency (fluency, phonics, and vocabulary), Chronicle Career Quest, Choices, and—as needed—the Daniel Memorial Vocational assessments. During these first few days, the guidance counselor and administrative assistant make requests for all of the student's education records.

By ten days into a student's stay, he will join the guidance counselor and Street Smart counselor for a needs assessment meeting. Prior to the formal meeting, however, the student meets with the guidance counselor for an informal needs assessment interview. During this short meeting, all aspects of the program are explained, especially the student's academic standing and options. Shortly thereafter, during the more formal needs assessment interview, the student's educational status and progress, personal and social adjustments, educational opportunities, diploma options, and career/vocational opportunities are discussed. Ultimately, the student's individual academic plan (IAP) is developed, which includes specific and measurable long-range goals and short-term instructional objectives for reading, writing, mathematics, and the career/technical area. For each ESE student, however, the reading specialist writes educational goals into his individual education plan (IEP). Additionally, throughout this process, there is close communication between guidance and Street Smart staff, and solicited participation from the students' parents.

One of Avon Park's key processes is the continual monitoring of the students' progress and consequent adjustments to the students' goals and objectives. Specifically, treatment team meetings are held twice a month, and each student's academic progress toward achieving his established goals is reviewed, as is his overall performance in the program. If the student changes his mind about his diploma option or selected vocation, or if it appears that he has made insufficient progress, the guidance counselor will reschedule the student into different courses and the student's goals and objectives are modified.

Close communication between the educational and vocational staff, custody personnel, and mental health counselors allows for each student's academic, vocational, and behavioral progress

to be monitored and recorded in his file. For example, teachers can report a behavior problem by calling or placing a referral sheet in a drop box for the counselors, while vocational teachers can call or meet with educational staff if they notice a specific academic deficit. Importantly, members from all three of these departments expressed their satisfaction with the quality and quantity of communication during interviews.

Every student spends his first 30 days in the program in orientation class, and does not formally select a vocation until the completion of the class. Orientation consists of training in five basic life skills areas: anger management, substance abuse, restorative justice, CPR/First Aid, and personal fitness. The main idea behind this introductory curriculum is preventative; future-oriented skills training (i.e., academic and vocational education) does not begin until the student demonstrates competence in the preventative training. In addition, the student undergoes a security assessment to determine whether he is an appropriate candidate for off-grounds community work, and the employment specialist meets with the student to assist in his selection of an appropriate vocational trade.

Exit and Aftercare Services

Although the transition process is a continual one that begins even before the student's actual arrival to the facility, the actual exit process clearly begins 60 days prior to the student's release date. At this point, there is a transition staffing during which the case manager, mental health counselor, Street Smart counselor, guidance counselor, and student meet to essentially ensure that all relevant parties are aware of the student's educational and vocational standing. This information is also communicated to the JPO and parents at the conclusion of the staffing via documentation produced by the guidance counselor.

In addition, there is an exit conference two weeks prior to release and a three-day transitional home visit. Street Smart staff orchestrates the three-day transitional home visit. During the 60 days leading up to the students' release, Street Smart communicates regularly with the student, checking on his progress and establishing his transition goals. Once these transition goals are established, Street Smart requests that the Department of Juvenile Justice allow the student to spend three days at his home in the community to accomplish his goals. During this visit, Street Smart provides intensive monitoring and counseling. At the end of the visitation period, the student returns to Avon Park and attends his two-week [the conference lasts 2 weeks?]exit conference.

The exit conference is essentially a repeat of the transition staffing although, at this point, more concrete decisions and plans are made. For example, if the student plans to return to school, he needs to announce which school he plans to attend, and the guidance counselor will contact the school to ensure that the student meets all necessary requirements. The guidance counselor also prints out copies of the student's transcripts for the student, the new school, the JPO, and the Street Smart counselor.

At this point, the student meets the Street Smart counselor who will be assigned to him for a period of 12 months following his release from Avon Park. Particular Street Smart counselors are assigned to students on a geographic basis, and act primarily as mentors to help the youths

attain their goals. In order to do so, they provide a wide array of services, such as meeting with the student and his family regularly, paying for vocational or educational materials, assisting the student with his transportation needs, and providing necessary household items. Moreover, Street Smart counselors frequently meet with groups of their students to provide constructive fun time (such as attending football games), and they meet with each student individually over lunch or dinner on a weekly basis.

The solicitation of parent participation is another key feature of Avon Park. With students from all over the state—as well as some students with out-of-state parents--Avon Park recognizes that it is difficult for parents to visit regularly and attend meetings. However, parental input is solicited at all stages of the student's transition, and for formal visitation days, graduation ceremonies, and other special occasions. Informal visits can also occur at any time. Additionally, the guidance counselor sends the parents copies of their student's report cards at the end of each grading period, while Street Smart personnel keep in close contact with the families, especially in the weeks immediately surrounding the student's release.

Curriculum and Instruction

Avon Park is designed to serve older students who are unlikely to return to school following release, so the bulk of the facility's curriculum centers on vocational training. The non-vocational (academic) curriculum provided includes English, mathematics, science, economics, American government, history, reading, and GED preparation. Before a student begins to take his core academic and vocational courses, he must complete a minimum of 30 days in the orientation class, in which life management and social skills, critical thinking, and independent living skills are the focus.

As previously mentioned, students typically spend three one hour and forty-five minute periods in their vocational trade courses, and a one hour and forty-five minute period in an academic class—usually English or math. If a student opts for a return to school track, he is placed in two periods of academic courses; approximately 20% of Avon Park's residents fall into this category. Given the focus on employability and life management skills, instructional strategies are predominantly computer-based in order to accommodate the varying academic needs and abilities of the students. New Century Education software is used to train and assess the students in reading and mathematics, and this is often supplemented by reading exercises, hands-on projects, small group assignments, lectures, and workbook assignments.

Avon Park also employs both a reading and a speech specialist. Although all students receive reading instruction independently via New Century Education, those who are identified with reading deficiencies work on strategies developed by the reading specialist. In particular, the reading specialist develops goals and objectives to address the specific areas of need identified by the entry assessments. The plan includes strategies and methods, materials, dates of tutoring, additional reading opportunities provided, and the student's progress. Reading improvement plans are developed for any student demonstrating deficiency in phonemic awareness, phonics, fluency, comprehension, or vocabulary. Both the ESE specialist and after-school tutors use these plans, and may also use Hooked on Phonics and Reading Recovery.

The reading specialist uses a multitude of techniques to engage students and enhance their reading fluency, knowledge, and critical thinking skills. Every two weeks, individual groups of twelve students each attend FITness (Fluency Improvement Training) classes for four days. Additional tutoring sessions are offered at night and for GED preparation. The reading specialist also collaborates with vocational instructors by utilizing the vocabulary associated with the student's selected trade.

All students have access to the library, where they can read a wide range of literature in science, life skills, and fiction. Students can also check out two books a week. Moreover, when ordering books, the reading specialist surveys students' choices, interests, and reading abilities. Rewards are given to students who can visually express the importance of reading through the creation of posters. The library also holds the DVD and video versions of their collections of literary classics; however, students cannot simply watch the video in place of reading the book. Instructors encourage thought-provoking discussion throughout the movies as another means of developing students' critical thinking skills.

Twice a month, a contracted speech therapist visits Avon Park to work with those students identified as language impaired in their IEPs, while the ESE specialist offers her assistance. The speech therapist meets with students for 45-minute at a time, sometimes individually and sometimes in pairs or small groups. Rather than limiting her focus to simply improving the language skills of the students, the therapist incorporates anger management and problem solving strategies into her lessons. Moreover, she almost exclusively uses interactive instructional techniques, such as having two students play "Whatzit?" (a game wherein the players view a card and have to decipher a visually distorted word in order to arrive at the correct answer and move forward on the game board). She also presents potential conflict situations for which the students are asked to develop and explain problem solving strategies, and she tries to teach them appropriate language for expressing their anger and other feelings.

The vocational component at Avon Park, lead by Home Builders Institute and Securicor, provides an extensive array of training in the trades reflective of current job market needs. Student certification in a chosen field requires 840 hours, approximately 6 months, and three credits towards the trade. Upon completion, students will have earned at least one Occupation Completion Point (OCP), and will have learned the basic skills necessary for their particular trade. Students may choose between digital publishing, horticulture, automotive service, culinary arts, flooring installation, computer assisted design, carpentry, plumbing, electrical, landscaping, masonry, and building construction technology. The courses on this list are not mutually exclusive, however, as teachers will often integrate material from other classes into their curriculum. For example, the landscaping instructor has her students use the digital publishing equipment to design their own business cards. In addition, most vocational instructors incorporate assignments that reinforce the math and English that students have learned in the classroom.

Some vocational time is spent doing bookwork, but teachers employ the hands-on approach the majority of the time because it is so successful in helping the students learn their trades. In fact, the facility itself is nearly a self-sufficient "vocational laboratory." Specifically, students cook their meals, operate and fix all machinery, maintain the grounds, work on plumbing, repair their

dorms, renovate buildings, and also work for state, federal, and not-for-profit organizations in the community. The final goal of the vocational curriculum is to provide employability training and experience working at entrepreneurial businesses by the time students have completed their required hours. For instance, a local concrete company allows on-the-job training for up to three students at a time in the masonry program. Students leave campus each morning, return at night, and receive a paycheck for their work. The vocational curriculum at Avon Park is designed so that a student will learn, at minimum, the basic skills necessary for a particular trade. The program's holistic approach, however, can ensure that students will succeed in their fields and will know how to eventually run their own business.

If students are at least sixteen years of age, and have prior approval from both the principal and the director of student services, then they can work toward a GED. However, over 50% of the students complete requirements for a high school diploma while they are in residence at the Academy. Avon Park offers four different diploma options. Students can receive a standard diploma, which requires completing all of the requirements in the Polk County Pupil Progression Plan (i.e. passing the FCAT and earning 24 credits), or the requirements of their home school district. Diplomas are awarded from the home school upon approval of the home school principal. The students that do not have a home school will have their diploma awarded by Frostproof High School. Alternatively, students in their thirteenth year of school can take the Exit Option. In order to do so they must first pass the HSCT or the FCAT and then the GED. They must also earn a vocational certificate and credits in English and Math. The Polk County School District then awards the diplomas. Third, the special diploma (Option IA), is for students with an IEP who are at least 17 ½ years of age and do not plan to return to regular school once they leave the program. Students must earn a vocational certificate requiring at least three credits in a vocational trade; master the Sunshine State Standards for their disability, if applicable; earn credit in Life Management skills, English and Math; and perform satisfactorily in employability skills classes and daily living skills groups. Polk County Schools, or the student's home school, will award the diploma. The other special diploma is Option I. Like students receiving a standard diploma, the students obtaining an Option I special diploma must meet the standards adopted by the Polk County Schools Pupil Progression Plan, but must complete only twenty-two credits, as well as a vocational certificate from the program. The students' home school or Roosevelt Academy will award the diploma.

Educational Personnel and Teachers

Avon Park employs twenty-two teachers. Of those, six teach core academics while the other sixteen teach social, employability, and career/technical skills. Five of the six core academic teachers teach in their areas of certification. Three have professional certification, two have temporary certificates, and one has a statement of eligibility. Eleven of the non-core academic teachers have school board vocational certification, one teacher has professional certification, three teachers have temporary certificates, and one teacher has an application on file and has school board approval. Other employees include eight paraprofessionals, an ESE resource teacher, a reading specialist, a part-time speech/language teacher, an assistant principal, and a principal.

The isolated location of the facility and the nature of juvenile justice populations pose a challenge to administrators with regard to hiring and retaining qualified teachers. Avon Park has attempted to overcome the retention obstacle by implementing a strategy involving creative recruitment and training practices. Specifically, the Academy attempts to recruit people who are not necessarily previously qualified as teachers, but who exhibit a desire to work with delinquent youths. These new hires are then given training that is intended to culminate in professional certification. They start as general staff, become a paraprofessional and can ultimately obtain professional certification. The school pays for their tuition and mileage to and from class once they obtain their temporary certification. Staff members receive a pay raise with each additional level of training. HBI has a different hiring process for its vocational teachers, however. They recruit persons who have at least 6 years of experience in the field. Most often, their vocational teachers have worked longer than six years, but choose not to continue working in the field. These teachers find that teaching the students at Avon Park is emotionally rewarding, and teaching at the Academy gives them the opportunity to remain in their professions. In fact, most teachers have been at the program since its inception. The longevity among Avon Park's staff members can, in part, be attributed to these well-designed practices.

New teachers must become a part of a support team in which they are paired with veteran teachers who are there to answer any questions the new teachers may have. In-service training topics include English speakers of other languages (ESOL), endorsement, troubleshooting, facilitating leaders in good habits of teaching (FLIGHT), MIS training, QA time frames, HIV/AIDS, school law, special needs vocational students, domestic violence, sexual harassment, ethics, gang awareness, cultural diversity, reading, and accountability. In-service training is provided via the school district, community organizations, and the facility, and includes peer training and college course work.

The remarkably dedicated and qualified staff at Avon Park, and the fact that Avon Park has been specifically designed to handle a unique portion of the juvenile justice population has led to an environment conducive to the acquisition of independent living skills, and career/vocational working experience. The program-wide commitment to these goals is clear, and the staff members—academic, vocational, treatment, custody, support, and administrative—communicate and work together to help the students achieve these goals. The stability among those who work at Avon Park has no doubt played an important role in ensuring that the objectives and policies of the Academy have remained clear and consistent, and that the environment continues to be conducive to both cooperation and success.

WASHINGTON COUNTY SCHOOL PROGRAM
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Dozier Training School for Boys is a high-risk intensive residential program located in Jackson County Florida. Dozier serves male sex offenders and repeat offenders aged 13 to 21 for an average of 350 days. As such, it is often considered a last stop for juvenile offenders in Florida. The youths come from all over the state, and only about a dozen have families living in the Panhandle. In addition, of the 190 youths residing at Dozier, approximately 63% are in need of ESE services. The Washington County School District is the operator of the educational program, while the Florida Department of Juvenile Justice operates the facility. Dozier offers its students a wide range of both academic and vocational courses, as well as the latest in technology, extensive community involvement, and highly qualified teachers.

Dozier's Best Practices

School Environment

Originally named the Florida State Reform School, the Arthur G. Dozier School for Boys opened in 1900 as the first commitment facility for juveniles in Florida. Over twenty years ago, Dozier Training School for Boys was among three facilities accused of housing juveniles in inhumane conditions. This allegation resulted in the landmark *Bobby M.* class action lawsuit, which essentially revamped Florida's juvenile justice system. Dozier, in particular, has made a series of radical changes and now serves as a model program for juvenile justice education in Florida.

The guiding philosophy at Dozier—which is based on the recognition that most of its students have experienced multiple academic failures—is to use the latest in technology and teaching strategies to offer the students individualized instruction in order to address their special needs. Ultimately, this approach is designed to ensure the successful re-integration of the students back into their home communities. Moreover, it is clear that education, treatment, and custody are all priorities at Dozier, and that none of these components can be addressed in isolation from the others.

The facility grounds cover 150 acres and include a dozen dormitories, several administrative buildings, a gymnasium, a greenhouse, a swimming pool, and baseball fields. While the program is located on an expansive, sprawling area that more resembles a college campus than a juvenile detention facility, the actual school buildings and classrooms are bright and personal. Student artwork and assignments decorate the walls and bulletin boards, while impressive products of the vocational programs adorn the grounds. Additionally, classes are small—usually no more than

fifteen students in each class—while each class has one teacher and one teacher aid. Class assignments are based on ability level in order to individualize instruction.

Importantly, staff members and students alike report feeling safe and respected at the facility. Student and teacher surveys, in addition to interviews with teachers and administrative staff, indicate that the priority given to education within the program is recognized and appreciated by all who work at and attend Dozier. Students reported receiving individualized instruction, consistent and positive feedback, access to the various learning and counseling resources, and preparation for employment or schooling following release. Teachers and educational administrators reported having very little trouble acquiring necessary educational resources, and expressed the opinion that the students enjoy learning at Dozier and generally make commendable progress during their stays.

While some juvenile justice facilities experience insurmountable tension between program and education staff, Dozier's philosophy ensures that all staff members understand and respect each other's contributions to the students' academic, vocational, and social progress. In fact, once a year, Dozier has "Fun Day," at which time the custody, education staff, and the students cook and dine together.   Interviews confirmed the apparent good relations, and suggested that a key ingredient was the open and honest communication between the education, treatment, and custody staff members.

Resources and Community Partnerships

Dozier has an impressive amount of technology, print materials, alternative learning materials (e.g., puzzles and games, science and vocational equipment), and space devoted to education. There are approximately fifteen classrooms, with each classroom having at least two operable computers, TV/DVD, overhead projector, an office for the teacher, and various other materials intended to engage the students in the subject matter. In addition, there is a Literacy Center holding several thousand books, periodicals, educational videos, computers, and reference materials; several teachers also have libraries within their classrooms.

In order to acquire all of these resources, Dozier has solicited extensive community and school district involvement, as well as additional funding. Specifically, Dozier has partnerships with Chipola Community College, six community automotive repair shops, one auto parts shop, Hasting's Air Conditioning, Mase Electronics, and the Regional Apprenticeship Coordinator for the Florida Masonry Apprentice and Educational Foundation, Inc. The Masonry Foundation, for instance, assists qualified students with job placement and training upon leaving the program. In addition, guest speakers and community organizations also visit the school for such events as the annual Career Day.

Dozier has researched, solicited and received several grants and entitlements, such as Department of Education entitlements, a Perkins grant for the auto program, Oglesby plant seedling donations for the horticulture program, a grant for at-risk students that funded the Literacy Center, and tool kits donated to the masonry program. In addition, Dozier conducts its own fundraising activities, including a chicken dumpling cook-off and plant sales.

The school district and the program ensure that a variety of ongoing evaluation techniques are implemented for monitoring and accountability purposes, and to determine overall program effectiveness. They have school improvement plan reviews, teacher and student needs assessments, and mock QA reviews. Additionally, the school district provides oversight and assistance with ESE services and with academic and career/technical curriculum development.

Assessments, Diagnostics, and Guidance

Unlike most juvenile residential facilities, Dozier has a diagnostic specialist in charge of FCAT, ACT, and pre- and post-testing, as well as a designated testing center. When a student arrives at the program, the diagnostic specialist administers the STAR and Woodcock Johnson Diagnostic Reading Battery; the Test of Written Language-R (TOWL-R) to assess writing; and the STAR to assess mathematics. Students are also given a learning style assessment and two vocational assessments (i.e., Choices and the Pictorial Inventory of Careers). Students who score two or more grade levels below their expected level on the entry reading assessment take the Diagnostic Assessment of Reading (DAR). At this point, the diagnostic specialist compares the variance between the two reading assessments. If they are similar, then the student is properly assigned to a classroom. If not, the student is still placed, but teachers are notified and asked to monitor the student's progress. All testing information goes into an onsite electronic information network that the teachers can access at any time on the network.

Classroom placement is primarily based upon a student's testing levels. There are three categories in reading: K-3rd, 4th-7th, and 8th grade level and above. The difference is that students in K-3rd are given two classes of reading in their curriculum; grades 4-7 have one reading and one writing class, and grades 8 and above go to the Language Arts lab. However, student class schedules can change as credits are acquired. Other factors that determine a student's placement include information taken from his previous transcripts, such as prior school behavior reports, truancy records, and grades. Further, each student has both a general academic goal and a specific reading goal. The diagnostic specialist tracks these goals and attends all 90-day meetings in which the academic, behavioral, and goal-oriented progress of the student is reviewed.

Aside from the school's standard entry assessments, some teachers have their own assessments and all teachers use academic monitoring procedures. For example, one of the reading teachers gives her new students an additional reading assessment and interviews them as soon as they are placed in her class. Using the results of these assessments, she designs a flexible reading plan for each individual student, and then meets with each student every 30 days to review their progress and update their plan. Often, to get them motivated to read, she selects reading materials that match the students' movie preferences. Dozier's Accelerated Readers (AR) program provides further incentive to the students. Once a student successfully completes a book, he gets points that transfer over to the facility's Point Store. In addition, students receive more points for more difficult books, thus encouraging students to tackle more challenging reading materials.

Dozier makes the effort to involve the parents at every step of the transition process, and several members of the instructional staff also encourage and assist communication between the students

and their parents. For example, the masonry instructor allows the students to take pictures of their completed projects and mail them home to their parents. Parental input is solicited while entry and exit placement decisions are being made. Parents are invited to attend the students' bi-monthly treatment team meetings either in person or by telephone, and the school sends copies of the students' progress reports home to their parents at the end of each grading period. Moreover, there are weekly visitation days, and parents are encouraged to visit the facility at other times to meet with teachers and check on their child's progress and residence.

Exit and Aftercare Services

Post placement plans are initiated upon the student's entry into the program. The first priority of the education staff is to help students earn enough credits to return to school at their proper grade level, or graduate with a standard or special diploma. However, if a student does not plan to return to school, they first try to use the Exit Option if the student is eligible. If the student is found to be ineligible, then the GED option—which is based on age, credits, truancy history, and the student's desires—is offered. Finally, a letter or phone call is made to the parents for permission to take the GED and for any further input.

Prior to exiting the program, students undergo the same assessment process as at entry. At the completion of these exit assessments, the diagnostic specialist provides a written summary of the student's academic performance to the transition specialist, and makes school placement recommendations that are typed directly onto the student's transcript. The transition specialist, in turn, makes every effort to ensure that students leave with the proper information that will allow them to transition well into the community, their next school, and/or their next place of employment. She compiles an exit portfolio for each student consisting of diplomas, certificates, test scores, and grades. Additionally, the portfolio contains community college information, college applications, financial aid applications, facility contact information in the event that something gets lost, and the like. Graduation ceremonies and class rings for students that graduate exemplify Dozier's dedication to the well being and success of its students.

Aftercare services, however, are somewhat limited for Dozier students. For example, the Florida Masonry Foundation guarantees employment for released students, provided they attend school, but this service if only offered to those youth that participated in the masonry program during their stay at Dozier. For most of the students, responsibility for supervision is delegated to the student's juvenile probation officer (JPO). Dozier's treatment personnel routinely send out letters to see how the youths are doing, and there is approximately a 40% response rate from the students. In addition, the transition specialist regularly attempts to contact the students 30-60 days following their release, and exit interviews are conducted prior to the student's release. A follow-up questionnaire is given to all students with a self-addressed return envelope, to be returned approximately 3 months after their exit. Further, the transition and diagnostic specialists are able to work closely with the community, parents, and schools of in-county students.

Curriculum and Instruction

Dozier students attend six 50-minute periods each day, and the types of classes they are enrolled in depend on their chosen academic or vocational track. Additionally, the program provides formal and informal instruction year-round on employability, social skills, and life skills through personal, career, and school development classes for credit. Moreover, the program's transition specialist provides classroom instruction to address students' needs for career exploration and workplace skills development.

Dozier offers its students a wide range of academic courses utilizing varied instructional techniques, as well as four rigorous vocational programs. In addition, the incorporation of technology is a key practice that is endorsed by administrative and instructional personnel. Academic courses include English, language arts, reading, mathematics, science, social studies, writing, computer applications, computer skills, applied communication, and employability skills. The program also provides a self-contained class for middle school students that offers courses in language arts, science, and social studies; additional elective courses are provided in the mainstream. Based on entry and ongoing assessments, remedial courses in reading and mathematics are offered. Reading and writing skills are integrated throughout the core courses.

Vocational instruction includes the option of earning vocational certification hours and/or Occupational Completion Points (OCPs) in building construction, horticulture and agriculture sales and service, masonry (pre-apprenticeship), and auto mechanics. Additionally, students can participate in a vocational work experience program, Friends of the Elderly Training Companions for the Home (FETCH), a dog-training program in which dogs are trained and placed in the homes of local community members. All of the vocational courses are offered for credit and follow workforce education course requirements, and the Masonry Apprentice and Educational Foundation, Inc. offers employment apprenticeships to students upon graduation from the program. Furthermore, every student who has received a high school diploma or the equivalent participates in employability curricular activities and vocational skills training.

An important aspect of the vocational program at Dozier is that the vocational instructors require the students to successfully complete classroom assignments—such as computer activities, workbook assignments, quizzes and tests—before they are permitted to begin their hands-on training. For example, the auto mechanics instructor ensures that his students attain a grade of 100% on shop safety before they are allowed to move from the classroom to the auto shop. Vocational instruction is self-paced and performance-based, so that students who demonstrate behavioral stability are rewarded with hands-on training.

Perhaps one of Dozier's best academic offerings is its reading program. Specifically, all students who score two or more levels below their expected grade levels or below the 6th grade level on the STAR reading assessment are provided a literary improvement plan (LIP). The LIP addresses specific reading areas requiring improvement, including phonemic awareness, phonics, fluency, comprehension, and vocabulary. In addition, all students receive reading instruction in all content areas and participate in the Accelerated Reader (AR) program to enhance comprehension. Importantly, Dozier's highly qualified reading teachers conduct their own entry assessments, closely monitor their students' progress, and routinely adjust their teaching

strategies and lesson plans as a result. Moreover, reading classes operate more like workshops than traditional academic classrooms, as the teachers foster a sort of doctor-patient relationship with their students. The teachers will be discussed in more detail below, but it is important to note that Dozier's reading teachers are highly qualified, teaching in-area, use monitoring to modify their students' reading plans, and use a plethora of effective teaching strategies in order to engage the students in the subject matter. An intensive reading plan, approved by DOE, is implemented that includes 50 or 90 minutes of intensive, uninterrupted reading. Placement is based on previous FCAT scores, reading scores, and a diagnostic assessment of phonemic awareness, phonics, reading vocabulary, comprehension skills, and oral fluency.

In addition to a well-rounded academic and vocational curriculum, a GED curriculum is integrated throughout the core courses and students can earn a GED (or an Exit Option) diploma. Those students who have already earned their diploma can take the ACT onsite, take courses onsite through Chipola Community College, participate in vocational programs, serve as classroom assistants, and provide peer tutoring.

Regarding instructional techniques, students are provided tutorial, remedial, and literacy lessons via computer-assisted instruction, intensive reading and math courses, remedial reading and math courses, small group instruction, and individual assistance. Peer tutoring, thematic units, hands-on projects, games, and other creative learning strategies are often employed by the instructors in order to motivate the students to learn and develop more favorable impressions of school in general. For example, Dozier's teachers generally endeavor to foster a personal relationship with each student that is based on mutual trust and respect. As part of this system, once a new student arrives, the teacher strives to learn his particular strengths, weaknesses, and interests. Then, the teacher will incorporate that new knowledge into his or her individualized lesson plan for the student. The science teacher, for instance, will pick a rather general topic that most students appear to be interested in, and then design more specific individualized assignments based on the lecture according to each student's interests and ability levels.

Another key teaching strategy practiced by most of Dozier's teachers is immediate and positive feedback. The math teacher, for example, ensures that all student assignments are graded immediately and returned to the student that same period with constructive criticism included so that the student understands exactly why he got his grade. Teachers also encourage positive and intellectual interaction in their classrooms. The math teacher regularly calls on students to make sure they are paying attention and understanding the material, while the history teacher sits with his students on Fridays and tries to get them to come up with academic-related questions that he is unable to answer.

In surveys and interviews, both students and teachers indicated that they are pleased with the diversity in teaching strategies and instructional materials. For example, of the six instructional strategies included in the student climate survey, almost all students reported that they performed all of them more than once a week. Teachers, on the other hand, reported that they felt that such a diverse array of strategies is necessary to keep the students interested in the subject matter and to therefore achieve their highest academic potential. The teachers also confided that such diversity was only made possible by the generous annual supply budget, and by the assistance of the Principal in supplying other necessary classroom materials throughout the year.

Educational Personnel and Teachers

In addition to the Principal and Principal Designee, Dozier employs a diagnostic specialist, a librarian, a transition specialist, a full-time ESE specialist, a behavioral specialist, and 12 teacher aides. Dozier's exemplary education program is certainly reflective of its highly qualified teachers. All nine of the academic teachers have professional certification; eight teachers are certified in more than one subject area, and seven have ESE certification. Additionally, the school principal, the ESE specialist, the diagnostic specialist, and the transition specialist have professional certification. Furthermore, all six of the teachers in non-core academic areas are qualified. The three employability skills teachers have professional certification; two of these have ESE certification as well. In the vocational areas, one teacher has professional Department of Education certification and three have school district professional certification as experts in their respective fields.

In addition to the creative strategy of training teachers in-house, teachers are recruited from the Washington County Schools and Department of Education websites, and from the local community. While recruiting, the Principal focuses on compatibility; he tries to select teachers whose personalities and teaching strategies are compatible with the program. Once they are hired, new teachers are paired for roughly one year with teachers who have more experience teaching at Dozier. In addition to this mentoring practice, new teachers are required to attend a training program. In their interviews, all teachers cited the openly communicative environment and freedom in their classrooms as one of the school's best practices. Additional benefits of working at the facility are that the school provides $1,500 in supply money so that teachers are never in need of supplies, and pays for their in-service training. Teachers are also provided two planning days each year, and their classrooms are cleaned for them. According to teachers, these practices, in turn, contribute to the high retention of staff.

While Dozier exhibits a multitude of research-based best practices, the staff is arguably the most impressive aspect of the program. The Principal has been with the program for almost 20 years, while his Assistant Principle has been there over 10 years. In addition, most of the academic and vocational teachers have been at Dozier for a considerable length of time. Not only does this create a stable staff that fosters open and honest communication, but also it allows the teachers to gain valuable experience interacting with and instructing Florida's diverse male juvenile justice population. Additionally, their in-service training topics cover such pertinent areas as cultural awareness, sex offenders, and Dozier's behavior modification system, which aids the teachers in better understanding the behavior and attitudes of their students. In sum, Dozier's emphasis on hiring like-minded staff while ensuring that they remain satisfied with their jobs, and that they're equipped with adequate resources, has played a major role in the school's success.

STEWART-MARCHMAN OAKS HALFWAY HOUSE
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Rod Miller, Lead Educator (386/947-5990)
Debra Polite, Program Administrator (386/947-1315)

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. Student-teacher ratios are quite good, averaging ten students per teacher. In addition, Oaks has a high proportion of students with disabilities, and approximately one-fourth of them receive medication. The majority of the students (60%) are from Volusia County. Stewart-Marchman Programs, a non-profit organization, operates the facility, while the Volusia County School District is in charge of the educational program. The program's greatest strengths are the mutual emphasis on education among all staff, a highly qualified staff, and the integration of education with behavior management.

Oaks' Best Practices

School Environment

Oaks Halfway House shares its grounds and instructional personnel with a day treatment program as well as with Stewart-Marchman Pines, Oaks' all-female counterpart. Although space is limited, the environment is safe and orderly, and the staff maintains a positive atmosphere that engages students in productive learning activities. There is an overall consensus among the facility and educational staff at Oaks that education is a top priority, and success in the program is dependent upon academic performance. The goal is to help students earn as many credits as possible to prepare them for their return to school or graduation. The program also considers substance abuse treatment, mental health treatment, and restorative justice as secondary goals. The educational and facility staffs promote self-esteem by recognizing and rewarding students for good behavior, while they set high expectations for the students—both academically and behaviorally.

Program treatment is unique for each student. A unit supervisor and a counselor review the success of past interventions and implement a plan that is best suited for each particular youth. Teachers and program staff designed a uniform discipline procedure and follow it to avoid conflict between the two groups. Students know what to expect, resulting in few discipline issues. Every Friday students are eligible for awards if they have 2500 points, no sanctions, and show academic improvement. 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 receive more telephone time, an opportunity to have dinner outside of the facility, or a trip to the movies.

The cooperation between the educational program and facility staff is strong, thus serving to counter the typically high attrition rates of juvenile justice staff members. This, in turn, creates a better learning environment for the students. When surveyed, the students at Oaks cited that they felt safe and were learning. Teacher and administrator surveys and interviews confirmed the program's commitment to education, and echoed the students' views that the environment at Oaks is safe and conducive to learning.

Resources and Community Involvement

The school district provides support services, including Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), Section 504, speech therapy, and educational psychological services to students, as needed. The school district also administers the program's educational budget, which remains separate from the facility and treatment budgets. Unlike most juvenile facilities across Florida, Oaks Halfway House receives Medicaid, allowing it to support a higher proportion of students in need of special medical services.

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. Moreover, each teacher has a computer to monitor students' CAI activities and keep records of their performance, while there are TVs, VCRs, radios, and books-on-tape available in all classrooms. Teachers and staff also have access to an online database used for storing student IEPs and IAPs.

As a benefit of the program's efforts to involve the community, students have opportunities to further their education and vocational training. Specifically, the Adams Mark Hotel instituted "Hotel Motel" where students learn a variety of tasks associated with hotel operation, such as helping with events sponsored by the hotel (e.g., coordinating, waiting tables). The American Motorcycle Institute gives scholarships, and the Daytona Beach Community College offers dual enrollment to students who already have a GED. Moreover, the school district provides career connection coaches that visit the program twice a year and allows all students access to a broad scope of career exploration based on their abilities, interests, and aptitudes.

Other activities in the community include The Beachside Neighborhood Watch, which is a group with local police department involvement that allows students to participate in crime prevention in the community. Students also participate in projects coordinated by Habitat for Humanity, attend countywide job fairs, and provide cleanup and other community services. In addition, pizza chains may donate food for award parties, and every Wednesday night is family education night. Former students often return to share their experiences and provide encouragement to students still in the program.

Assessments, Diagnostics, and Guidance

Once a student is referred to the facility, the program staff is notified of his arrival the day before his enrollment. At this time, the guidance counselor obtains the student's past records, uses them to assess proper grade placement, and to determine whether the student 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.

The Wide Range Achievement Test – 3 (WRAT-3) is administered for reading and mathematics. For writing, the Test of Adult Basic Education (TABE) 7&8 or a writing sample based on the Florida Comprehensive Assessment Test (FCAT) is given, depending on the age of the student. 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 the student enters 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 student on a GED 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 years of age, 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.

In the event that a student enters the program with a GED, Oaks can provide them with practical arts. However, Oaks established a partnership with the Daytona Beach Community College (DBCC) so that students would also have the option of taking college courses while in the program. This is especially important for students who already have a GED diploma; they can continue their education while in the program, thus providing additional incentives to pursue a higher degree once they leave. Students enroll in the Skills, Tasks, and Results Training Program (S.T.A.R.T.). The curriculum prepares students for entry into the lodging industry by providing them with the knowledge necessary to succeed in their profession. Stewart-Marchman staff members may teach the courses after completing the DBCC adjunct faculty application. Once the student has completed his coursework and 90 days of employment, and has passed an exam, he receives a Nationally Recognized Certificate of Achievement that goes toward Industry Certification in one specialty area (i.e. Food and Beverage, Guest Services, or Housekeeping).

Monthly treatment team meetings are held four times a month, at which point IEPs and IAPs 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. Volusia County has an advanced online system for teachers and other staff to enter student IEP and IAP information into an Excel document. Their centralized Internet drive location allows access by all school employees. Further, IAPs are provided via e-mail to all Stewart-Marchman staff. Progress is monitored weekly through CAI activities, as well as by student presentations at treatment team meetings, during which they detail their daily progress.

Exit and Aftercare Services

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 the student to discuss graduation requirements, options, and other concerns the student may have.

In the case of local students, once students leave, they are eligible for Eckerd Reentry, which places them back in school. Follow-up is conducted on students returning to Volusia and surrounding counties. Moreover, these students have access to ongoing substance abuse treatment and a grant to help pay for strategic family therapy. The receiving school has electronic access to the student's records, making it easier to track him. Furthermore, teachers 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 accommodates by setting up videoconferences for parents, the student, and the student's juvenile probation officer (JPO). Out-of-county student records are sent to the receiving schools, but it is clearly more difficult to conduct follow-up and provide counseling services for students that do not live in the immediate area.

The program attempts to make monthly contact with all students and their parents for up to one year following their release from the program. There is an 800 number help-line available to students in addition to 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 the Oaks staff know how they are doing.

Curriculum and Instruction

Classrooms are determined by the student's dorm room assignment. 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. Additionally, one paraprofessional is present in each classroom to assist both the students and the teachers, while a systems operator makes sure the equipment is running properly.

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 levels, achievement levels, and their assessment results. CAI is the primary mode of learning for students, who are required to spend three hours of each school day on the computer for instruction. Volusia County Schools has designed a novel software program (COMPASS) for their core curriculum that integrates software programs such as Zebu, BoxerMath, Glencoe Science/Math, and Beyond Books. The COMPASS software is aligned with Florida Sunshine State Standards (FSSS) and the District Curriculum Guides. Courses are submitted for approval on an individual basis and revised when necessary. Each student has an individualized plan, which is developed based on the results of a variety of assessment tests in the COMPASS software. The VCS district-developed CAI courses are used for all high school students working

toward a standard diploma. Teachers provide reading strategies for those students for whom reading is a challenge. Because COMPASS is competency-based instruction, students can catch up and earn more credits than are normally attainable in a similar time frame.

Academic progress is continuously communicated to students through daily postings on their computers of their credits earned. This is significant not only in that it helps to keep the students on track, but teachers also believe that it encourages them to develop a sense of accomplishment in their daily progress. In addition, students receive progress reports once a week, and report cards are given every nine weeks. Students using the computers for other purposes are rarely a problem because teachers, from their own computers, have the capability of monitoring both student progress and online activities.

Teachers at the program find COMPASS beneficial when considering the educational diversity of their population. They feel that it increases student/teacher interaction and facilitates information sharing (i.e. records, test scores) among staff, thereby giving teachers the ability to address students' needs more efficiently. Moreover, COMPASS prevents discipline issues because students remain engaged in the curriculum. When surveyed, students agreed that their teachers were able to give them individualized attention and answer questions. As a result, students reported that they did not feel ignored.

Offline individualized and/or group reading, writing, math, employability skills assignments and projects, textbooks, and worksheets are integrated with COMPASS to accommodate different learning styles, as well as to engage the students in the subject matter. 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. Additionally, 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.

Educational Personnel and Teachers

The educational program at Oaks consists of a lead educator, four teachers, an ESE specialist, a full-time reading specialist, two aides, two computer staff members, four treatment staff members, and a guidance counselor. Together, the teachers are certified in all highly qualified areas (i.e. English, social studies, math, and science), administration, elementary education, P.E., emotionally handicapped (EH), and exceptional student education (ESE). Further, the facility's four licensed clinicians have master's degrees.

The program's most significant challenge is getting teachers certified in their core subject areas. A rotating schedule has replaced the old system so that teachers can provide instruction within their areas of certification. In addition, an ESE teacher remains in each classroom and is paired with certified core subject area teachers as much as possible to approximate a co-teaching model. Additionally, all teachers participate in a wide variety of in-service training, such as ESOL, reading comprehension, career planning, educational technology, phonics, fluency, college reading courses on-line, and Teaching Integrated Math and Science (TIMS).

As previously mentioned, the collaboration between the educational program and facility staff provides a stable and pleasant working environment, which generates greater job satisfaction among the staff members and cooperation from the students. The facility's superior technology and online system is an efficient means of keeping track of student records and making sure all parties are involved. Whereas some schools would rely entirely on computer-assisted instruction, the teachers at Oaks apply various instructional strategies to ensure that students are receiving a well-rounded education. Through support from the school district, as well as their efforts to involve the students, community, and parents, the entire staff at Oaks can be credited with making it a successful program.

PENSACOLA BOYS BASE
Building 3780 Corry Station
Pensacola, FL 32511
Robert Cotton, Lead Educator (850/ 453-7521)
Oliver Jones, Program Administrator (850/ 453-7490)

Pensacola Boys Base is a moderate-risk residential treatment program located in Escambia County on Corry Station, a United States Naval Base. The program serves 28 males, ages 16 to 18, who are primarily from Escambia and neighboring counties (i.e. Walton, Okaloosa, and Santa Rosa). Of the population, approximately 50% are classified as ESE students. Pensacola Boys Base provides a short-term academic program that lasts six to nine months. Students have access to a range of vocational training offered at the Naval Air Station, Pensacola and Corry Station. Among its strengths, the program excels at soliciting and obtaining extensive community and business involvement and cooperation. The Florida Department of Juvenile Justice operates the facility while Escambia County Schools operates the educational program.

Pensacola's Best Practices

School Environment

Pensacola Boys Base was established in 1972 as the first juvenile justice program in the United States to be housed on a military base, providing students with access to the base's cafeteria, gymnasium, library, and athletic fields. Additionally, students here have the unique opportunity to participate and graduate from U.S. Navy training programs. Moreover, the Base is also the only program in the nation to commit one working day each week toward building homes for low-income families, and to donate several thousand dollars to the Feed the Children Organization. The program is also unique within the state of Florida for its participation in a variety of other community activities, such as its support for the American Cancer Society Relay for Life, the Ronald McDonald House, the American Heart Association, Special Olympics, and American Cancer Society Cattle Baron Ball.

The Base is able to boast of several awards and recognitions, including the Commissioner of Education's Business Recognition Award for the mentoring program, and the Escambia County Board of Commissioners and the Mayor of Pensacola's proclamation recognizing the students' contributions to Habitat for Humanity. While emphasis on academics is strong, community reintegration is also a priority at Pensacola Boys Base. In fact, the mission statement demonstrates that the Base strives to provide the necessary instruction to at-risk juvenile offenders so that they may re-enter their communities and become useful and productive citizens. The Base recognizes that a necessary precondition for such instruction is a safe, nurturing, positive environment wherein the students will be able to find success and achieve personal fulfillment. Students are also encouraged to develop independence, self-discipline, and self-motivation—skills necessary to return to their home communities and avoid negative influences.

Student, teacher, and administrative personnel interviews and surveys confirmed the program's emphasis on education, as well as its dedication to vocational and living skills. Most respondents agreed that education is of primary importance on the Base, while they also emphasize the inclusion of life skills, social skills, self-determination skills, and vocational and occupational training into their regular school day. Specifically, students are in class for six hours per day, beginning at eight o'clock in the morning. They generally spend the first four hours in core academic courses. Following the lunch break, they shift to physical education, which is followed by training in such areas as driver education, art education, peer tutoring, and reading.

Another strategy that appears to be effective is uniformity in philosophy across the disciplines (i.e., academic, treatment, and custody). Specifically, Pensacola Boys Base operates a fully integrated program in which classroom behavior management is aligned with facility behavior management. Teachers are responsible for maintaining appropriate behavior in their classrooms; since the Base's establishment over three decades ago, there has never been a need for behavior technicians in the classroom. All educational staff members evaluate the students on a weekly basis in both academics and behavior. Satisfactory performance in each of these domains is required for students to gain access to ancillary services and opportunities, such as Juvenile Justice Education Training (JJET), the work-study program, play groups, and volunteering with Habitat for Humanity.

The behavior management program at Pensacola Boys Base requires 12 weeks of Ropes courses and 24 weeks of group workshops that include the following: social skills training, life skills, employability, cultural diversity, alcohol prevention, crime prevention, restorative justice, victim awareness, gang awareness, changing directions, self esteem, and conflict resolution. Awards are given for academic achievement and good behavior, including Student of the Month, Student of the Year, Reader of the Month, Reader of the Quarter, and honor roll recognition. Conversely, rule infractions result in additional academic assignments. If the problematic behavior continues, as a last resort the student will be recommended for an alternate program.

Students at the Base generally feel that the behavior management system is clear and fair; they agreed that the program rules and classroom rules are the same, and that their teachers are consistent and respectful. Teachers' surveys and interviews revealed much the same--teachers feel safe on school grounds and in their classrooms, despite the absence of behavioral technicians. In addition, they confirmed that administrative staff, teachers, custody staff, and treatment staff are unified in their approaches to behavior management, and in their understanding of the importance of having a safe and positive learning environment for the students. Regular staff and teacher meetings appear to play an important role in maintaining close relationships and communication between staff members at the Base. For instance, faculty meetings are held every month, and teachers and staff are required to sign in. In addition, group bi-monthly treatment team meetings are held, and the program's open door policy ensures that staff members can communicate freely on a regular basis, despite the formality of the regularly scheduled meetings.

Resources and Community Partnerships

Pensacola Boys Base receives the standard Florida Educational Finance Program (FEFP) funding. Title I money is used to support the non-instructional aide position, classroom supplies, teacher training, and the reading enrichment program. In addition, the school district provides the Base with full access to the Total Education Resource Management System (TERMS), which aides in the student registration process, English for speakers of other languages (ESOL) services, and educational psychological services. The Base has also been provided with an ESE staffing specialist to serve as the program's local education agency (LEA) representative. The school district's Title I office sponsors an annual week-long technology camp, which 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. The Florida Department of Juvenile Justice only pays $1.00 per year for the lease of the property.

The Base is also fortunate enough to have considerable support from the Navy. For example, the Navy pays for the program's water and electricity services. In addition, it has contributed over $285,000 for the technical training of students, and allows students to use a variety of the base's amenities, as detailed above. Safe Schools funds are used to support art and driver's education, while the facility provides physical health services and has a contract for overlay mental health services from a local agency.

Pensacola Boys Base has established a mentoring program called "Boys-To-Men." The program enlists civilians and military men and women from the naval base to participate. Every student is assigned either a civilian or military mentor after two weeks in the program. Mentors provide academic assistance at least once a week, and participate in activities within the base, such as tours, bowling, baseball, tennis, and trips to the library and the gym. Students who have been in the program for at least ninety days are allowed to go off base with their mentors. Off-base excursions may include trips to the movies and other family oriented activities. The ultimate goals of the mentorship program are to reduce recidivism and dropout rates, help students further their education upon release, and teach nonviolent ways of handling disagreements and confrontations. Impressively, a recent mentor coordinator was selected as a "Very Important Patriot" for his outstanding work with the students, and his name consequently appeared on the March 2004 Kellogg Frosted Flake cereal box. The Base's mentoring program also earned recognition from the Florida Commissioner of Education.

Equally important, the program provides extensive community involvement activities for the students. In addition to having guest speakers at the program, students in the theatre group perform throughout the community. In turn, the Pensacola Little Theatre allows students to see all of PLT's plays at no charge. Other community service activities include volunteer efforts on behalf of Habitat for Humanity, Relay for Life, the American Heart Association, and the Special Olympics. Students have raised $35,000 over the past five years for Feed the Children and $1,000 for the NYC Fireman's Fund.

Some of the program's business partners include the Naval Air Technical Training Center and Corry Station—including its bowling alley, gym, auto hobby shop, and library—the Warrington Kiwanis Club, and the International House of Pancakes. Local community members and

businesses also play a large role in providing the students with incentives for academic and behavioral success. For example, the student of the month is treated to a steak dinner at the Kiwanis Service Club's monthly meeting. A and B Honor Roll students, moreover, are listed in the local newspaper. Students who are recognized readers may also earn seven days off of their term of commitment.

Other activities include monthly parent support groups and training for Operation Drug Education for Youth (DEFY). In fact, 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, but students are given time off their commitment term for volunteer hours.

Largely because of the Base's community and business partnerships, it is able to offer its students and teachers a remarkable array of learning materials and teaching supplies. For example, the program has a wide range of instructional materials that are appropriate for the various ages and ability levels of its students. The library contains approximately 1,000 fiction and nonfiction titles, and students also have access to 14 monthly periodicals to which the program subscribes. Further, each classroom has a TV/VCR and an overhead projector. Twenty computers are available, all of which are connected to the Internet, and laptops are provided for all teachers. A wide range of software is available on the computers, including Plato, New Century, CCC, Compass Learning System, Fast Forward, and Choices. Student progress is monitored by Zen Works.

Assessments, Diagnostics, and Guidance

Pensacola Boys Base's Lead Educator performs most of the duties associated with entry and exit assessments and preparation, and also serves as the guidance counselor. He obtains students' past records at the time of their arrival at the Base. The program uses the school district's TERMS to enroll students, develop student course schedules, and finalize student registration. To establish academic ability, IAPs are created using past records, results of the WRAT, Standardized Test for Assessment of Reading (STAR), and Peabody Individual Achievement Test (PIAT) assessments, and information obtained through student interviews. In addition, the program administers the Science Research Associates (SRA) screening assessment to students who are performing two or more years below grade level. Most testing is administered within the students' first two days at the Base, and the Lead Educator enters the entry and exit scores immediately after testing.

IAPs include all items required by law. They also include academic levels; entry test results; instructional strategies and the correlated resources; review dates; and specific goals and objectives for classroom behavior, driver's education, career awareness, and transition to work. The team members and the students sign all IAPs. Academic and behavioral progress notes are submitted to the weekly treatment team meetings, and the academic plans are formally reviewed and revised (as needed) every 60 days.

The reading goals and objectives are developed based on entry reading assessments and the SRA screening instrument. Academic improvement plans (AIPs) are developed for students who

score two or more grade levels below age-appropriate levels on the entry reading assessments and the SRA screening instrument. In addition, AIPs contain the student's reading level, components of the methods and services that will be used to meet the stated reading goals, assessment results, and the date the goals and/or objectives are mastered.

IAP goals and objectives are reviewed and revised (as needed) at biweekly treatment team meetings. At the meetings, 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, personal and social adjustments, diploma options, post-secondary opportunities, and their educational status and progress. Students are constantly kept aware of their performance level and accomplishments. The teachers regularly discuss students' progress with them, and the students' lesson plans may be modified as frequently as necessary to reflect the students' changing interests and abilities. Moreover, the counseling office has an open-door policy allowing students to receive supplemental counseling as often as they feel is necessary.

Students' vocational aptitudes and abilities are assessed with the Choices vocational assessment. Additional assessments include the Boys Base Employability Skills Test (BBEST) and the Career Planning Survey. The vocational results are used to appropriately place students in a vocational program and work-study programs. The Armed Services Vocational Aptitude Battery (ASVAB) is administered to "identified" students prior to placement in the vocational program at the Naval Air Station (NAS). "Identified" students are those who, after 60 days in the program, have reached the appropriate level (i.e., A or B flights). These students will be considered for the United States Navy JJET Program, which provides demanding and invaluable work experience.

Exit and Aftercare Services

In addition to the mandatory attendance of the student and the Lead Educator, a classroom teacher, or the ESE staffing specialist, Pensacola Boys Base solicits the participation of the student's parents and other family members in exit transition services. The same assessments used at entry are employed at exit, although in an alternative format. Meanwhile, the Lead Educator, who has had 30 years of experience working with troubled youth, offers post-placement recommendations about 30 days prior to the students' release. Specifically, the Lead Educator's recommendations are made to the group treatment team, and are then forwarded to the student's social services counselor. At the exit staffing, the student and his parents are advised of his progress and the recommendations, and the exit transition plan is then finalized.

Aside from the provision of educational options and recommendations to all students, 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. Furthermore, a local hospital and a local builder provide work-study programs for "in-county" students, and monthly parent groups are conducted by social services.

Curriculum and Instruction

According to their dorm assignments, students are separated into two groups and three classrooms (one is the computer lab), where there is an average student-to-teacher ratio of 14:1. The school uses a competency-based curriculum for all academic courses. Specifically, 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 include civics, psychology, sociology, driver's education, and art.

Reading is an essential component of the school's curriculum and all students regularly participate in a variety of intense reading activities. The goal of the Base's reading program is to help students acquire the skills and confidence to become successful independent readers. Consequently, several strategies are employed, including the Accelerated Reader Program, SRA Corrective Reading, Diagnostic Assessments of Reading with Trial Teaching Strategies (DARTTS), Timed Reading Plus, and Sustained Reading. All students, regardless of their reading level, participate in Accelerated Reader and Sustained Reading, the latter of which occurs once a week for a five-hour period. During this time, the students read books from the Accelerated Reader program, as well as develop and revise drafts of book reports.

As previously mentioned, students who score at least two years below their expected grade level receive further assessment by the ESE teacher to determine their placement in one of two remedial programs (SRA or DARTTS) or the maintenance program (Timed Reading Plus). Students who have trouble with decoding skills are placed into SRA decoding, while students who place out of SRA participate in the DARTTS instructional program, in which they benefit from 20 short teacher-led lessons. The instructional plan allows the teachers to place students at a level of difficulty that is optimal for learning and for continual progress-based modifications to the students' individualized plans.

Students who complete the DARTTS program advance to a Timed Reading Plus program in both science and social studies. This program allows students to work independently during regular class time—reading short articles at their instructional level—and then complete exercises based upon the readings. This program is designed to provide students with systematic, structured reading practice that helps maintain and improve both reading rate and comprehension skills, and to prepare students for standardized, timed testing. Student achievement is monitored throughout these remedial and maintenance programs via graphs that provide a visual record of student progress. Any continuing difficulties experienced by individual students are addressed through explicit one-on-one instruction with the teacher, and additional learning strategies provided by the ESE teacher.

Pensacola Boys Base students are also provided with peer counseling on a year-round basis, while social and life skills are integrated throughout the program on a daily basis. As mentioned previously, students have additional opportunities to practice appropriate social and life skills through such community endeavors as speech and drama presentations, fundraising activities, and volunteer efforts. In addition, all students participate in the vocational skills for youth course, which encompasses basic employability skills as well as hands-on practical work

experience. Those students who already have a high school diploma or GED participate in vocational courses and work experience opportunities, which are extensive at the Base.

As a component of the vocational skills for youth course, all students are given practical work experience opportunities, such as those provided by Habitat for Humanity. Students who are working toward their high school diplomas or the equivalent may take advantage of several work study sites, including the gymnasium, the library, the bowling center, the auto hobby shop, the bachelor's enlisted quarters (BEQ), and Ci Ci's Pizza (where they may earn a wage). These students receive weekly work evaluation reports from their employers or supervisors, and these reports are incorporated into the students' behavior management system.

Additionally, students have access to a GED curriculum that is integrated throughout the core courses. Students who already have a GED diploma or receive a GED diploma while in the program have the opportunity to participate in the Juvenile Justice Education Training Program (JETT), which collaborates with the Naval Air Technical Training Center. The JETT program is a college-accredited program and the only vocational opportunity in the United States that offers training for juvenile offenders by the enlisted men and women of the U.S. Navy and Marine Corp. Qualifying students must have been in the Boys Base for at least 60 days, met the behavioral requirements, scored a minimum of thirty on the ASVAB, and successfully interviewed with naval personnel. Students receive training in courses such as jet diesel mechanics, sheet metal repair, electronics, basic electricity, hydraulics, and aviation support. All classes incorporate lectures, demonstrations, and laboratory experience into daily instruction. Students are expected to perform as well as the other recruits. Upon completion of the course of study, students receive a certificate of completion (equivalent to six to 15 college credits) and will have the education necessary to maintain, troubleshoot, and repair the equipment on which they were trained.

Regular classroom instructional and learning strategies include various combinations of one-on-one assistance, peer assistance, CAI, hands-on experiential learning, thematic units, mind-mapping, graphic organizers, sequential skill building, experiential learning activities, and discussions. Remedial students receive the same learning content, but the text is simplified, while students who are behind in school are often paired with accelerated students. Weekly grades are based on academic progress; in turn, progress directly affects the students' length of stay. For example, by earning six plusses for four weeks in a row—or earning mostly plusses in a four-week period—the student will receive time off of their length of stay at the Base.

Education Personnel and Teachers

Pensacola Boys Base has a Lead Educator, two full-time teachers, two part-time teachers, a speech and language therapist, and a full-time teacher assistant. The Lead Educator does not have full-time classroom responsibilities, but he does teach five hours of reading one day a week. He has professional certification in several areas: administration/supervision (K-12), guidance and counseling (preK-12), school psychology (PreK-12), psychology (6-12), and sociology (6-12). One of the full-time teachers is professionally certified in ESE (K-12), social science (6-12), and earth/space science (6-12), and teaches ESE, social science, and science. The other full-time teacher is professionally certified in elementary education and mathematics, and teaches

English/language arts and mathematics. The part-time driver's education instructor is professionally certified in administration/supervision, guidance and counseling, general science, physical education, school social work, middle grades endorsement, and drivers education. The part-time art teacher is also professionally certified in her area. In addition, the U.S. Navy certifies the JETT instructors in their respective fields.

Classroom teachers have the opportunity to participate in a facility–run training program, orientation, and ongoing facility training (as needed). They receive training in working with substance-exposed students, ESE, direct instruction, technology, art, math, and FCAT preparation. Although one teacher is new, there is a relatively low turnover rate within the Base's educational program; the Lead Educator has been at the Base for almost three decades, while one of the teachers has been there for over a decade.

Pensacola Boys Base has much to offer its students and teachers—a safe and positive environment, opportunities for success, and community involvement. The seamless behavior management system, combined with the open-door policy, clearly aides open communication among educational, treatment, and custody staff. Moreover, the high staff retention rate at the Base seems to play an important role in creating a pleasant, fair, and respectful environment in which students may realize their highest possible academic, vocational, and civic potential. Furthermore, students are provided with a wide range of opportunities to achieve academic and behavioral success, which serve to build their confidence and foster a healthy and responsible attitude toward school. The role of the surrounding Naval and civilian communities—as well as local businesses and colleges—also contributes to the success of Pensacola Boys Base. The Base has formed dozens of partnerships, which have provided its students with various real-life experiences, hands-on training, employment opportunities, and invaluable community-based connections that will help them reintegrate back into their homes, schools, and jobs. In sum, Pensacola Boys Base has diligently endeavored to provide students with every opportunity to gain the necessary skills that are crucial for success in the real world.

HIERARCHICAL LINEAR REGRESSION MODELS FULL ESTIMATES

	Model 1				
	Using QA factor score				
Fixed effect	Coefficient	Standard Error	T-ratio	df	P-value
Intercept	1.726061	0.042924	40.212	83	0.000
	Individual-level factors				
GPA During Incarceration	0.167135	0.050472	3.311	1203	0.001
	Program-level factors				
Quality of education	-0.050664	0.050247	-1.008	83	0.317
Random effect	Standard Deviation	Variance Component	df	Chi-square	P-value
Level-1	1.12599	1.26785			
Level-2	0.21772	0.04740	83	124.17910	0.003
	Using weighted QA score				
Fixed effect	Coefficient	Standard Error	T-ratio	df	P-value
Intercept	1.724329	0.042110	40.948	83	0.000
	Individual-level factors				
GPA During Incarceration	0.161823	0.050161	3.226	1203	0.002
	Program-level factors				
Quality of education	-0.051005	0.034320	-1.486	83	0.141
Random effect	Standard Deviation	Variance Component	df	Chi-square	P-value
Level-1	1.12645	1.26890			
Level-2	0.20974	0.04399	83	121.93331	0.004

	Model 2				
	Using QA factor score				
Fixed effect	Coefficient	Standard Error	T-ratio	df	P-value
Intercept	1.834116	0.069529	26.379	80	0.000
	Individual-level factors				
GPA During Incarceration	0.164040	0.050452	3.251	1200	0.002
	Program-level factors				
Quality of education	-0.052612	0.051909	-1.014	80	0.314
Public	-0.125337	0.083794	-1.496	80	0.138
Facility size	-0.000471	0.000699	-0.674	80	0.502
High/Max security level	-0.072961	0.111441	-0.655	80	0.514
Random effect	Standard Deviation	Variance Component	df	Chi-square	P-value

Level-1	1.12599	1.26786			
Level-2	0.21342	0.04555	80	116.84279	0.005

Using weighted QA score					
Fixed effect	Coefficient	Standard Error	T-ratio	df	P-value
Intercept	1.830370	0.068310	26.795	80	0.000
Individual-level factors					
GPA During Incarceration	0.159101	0.050373	3.158	1200	0.002
Program-level factors					
Quality of education	-0.048667	0.037327	-1.304	80	0.196
Public	-0.121210	0.086984	-1.393	80	0.167
Facility size	-0.000423	0.000698	-0.606	80	0.546
High/Max security level	-0.076618	0.112981	-0.678	80	0.499
Random effect	Standard Deviation	Variance Component	df	Chi-square	P-value
Level-1	1.12647	1.26894			
Level-2	0.20586	0.04238	80	114.80031	0.007

Model 3					
Using QA factor score					
Fixed effect	Coefficient	Standard Error	T-ratio	df	P-value
Intercept	2.137585	0.117800	18.146	80	0.000
Individual-level factors					
GPA During Incarceration	0.106105	0.048645	2.181	1196	0.029
GPA Pre-Incarceration	0.279547	0.034342	8.140	1196	0.000
Age at release	0.095494	0.030312	3.150	1196	0.002
Nonwhite	-0.255992	0.067667	-3.783	1196	0.000
Male	-0.208471	0.097075	-2.148	1196	0.032
Program-level factors					
Quality of education	-0.051472	0.051994	-0.990	80	0.326
Public	-0.139169	0.085546	-1.627	80	0.107
Facility size	-0.000109	0.000756	-0.144	80	0.886
High/Max security level	-0.024544	0.107942	-0.227	80	0.821
Random effect	Standard Deviation	Variance Component	df	Chi-square	P-value
Level-1	1.07723	1.16042			
Level-2	0.21771	0.04740	80	120.19198	0.003
Using weighted QA score					
Fixed effect	Coefficient	Standard Error	T-ratio	df	P-value
Intercept	2.137640	0.118004	18.115	80	0.000
Individual-level factors					
GPA During Incarceration	0.100959	0.048027	2.102	1196	0.035
GPA Pre-	0.279932	0.034340	8.152	1196	0.000

Incarceration					
Age at release	0.094983	0.030281	3.137	1196	0.002
Nonwhite	-0.256893	0.067951	-3.781	1196	0.000
Male	-0.215399	0.095460	-2.256	1196	0.024
	Program-level factors				
Quality of education	-0.056061	0.037755	-1.485	80	0.141
Public	-0.131474	0.088613	-1.484	80	0.142
Facility size	-0.000078	0.000763	-0.102	80	0.920
High/Max security level	-0.028020	0.109927	-0.255	80	0.800
Random effect	Standard Deviation	Variance Component	df	Chi-square	P-value
Level-1	1.07771	1.16145			
Level-2	0.20789	0.04322	80	117.00642	0.005

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