

# Juvenile Justice Educational Enhancement Program

2008–2009 Annual Report to the Florida Department of Education



**COLLEGE OF CRIMINOLOGY  
AND CRIMINAL JUSTICE**

*Research Brought to Life.*

**Center for Criminology and Public Policy Research**

*The Juvenile Justice Educational Enhancement Program is developing, implementing, and maintaining a research-driven system that informs policy, improves local education program performance, and positively changes the lives of delinquent and at-risk youths.*

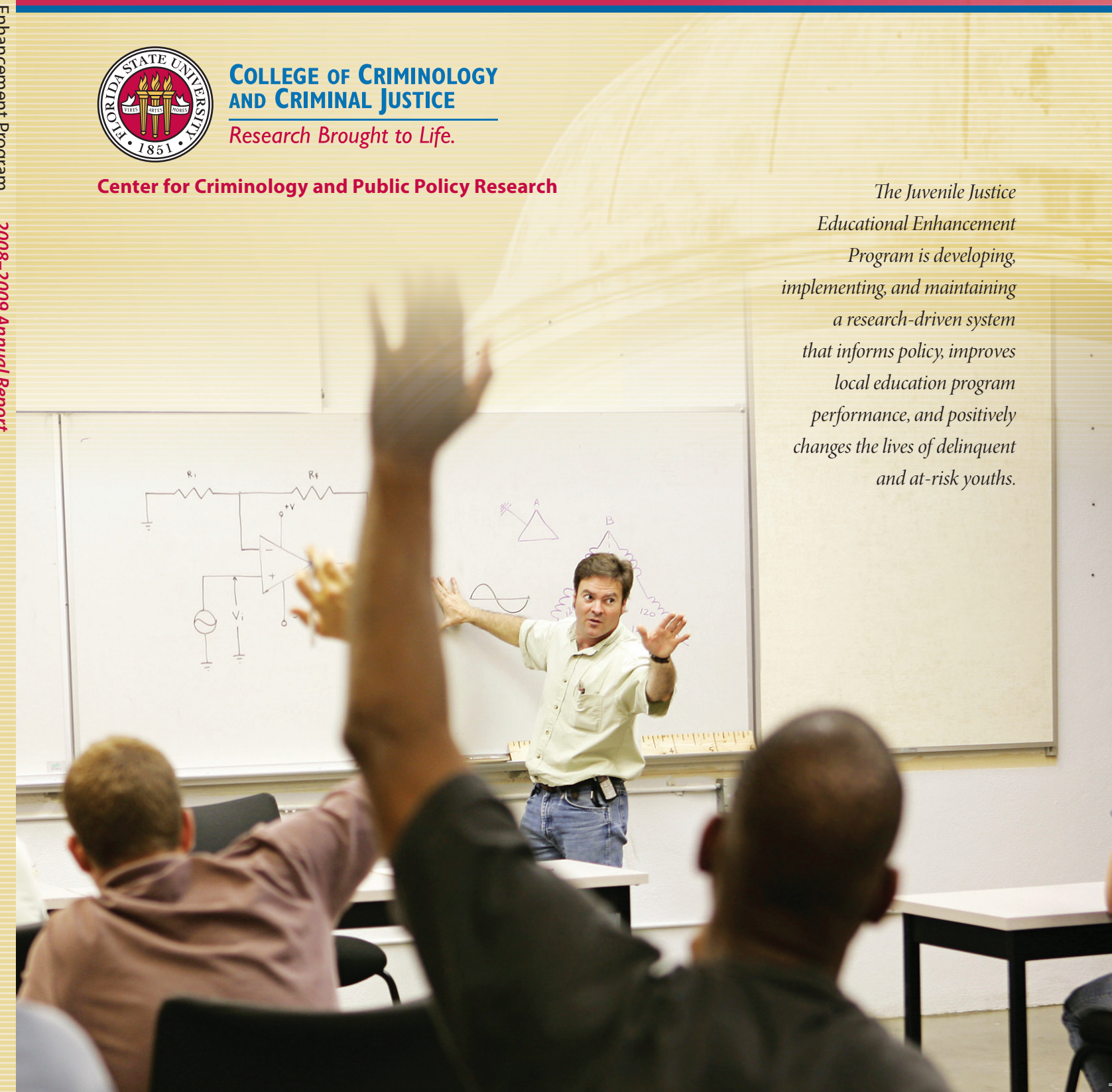
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2008–2009 Annual Report



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# **Juvenile Justice Educational Enhancement Program (JJEEP)**

**2008–2009  
Annual Report  
to the  
Florida Department of Education**

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## 2008 Juvenile Justice Teacher of the Year

### Karla Hart

Columbus Juvenile Residential Facility, Hillsborough County



Juvenile justice teacher Karla Hart of Region IV, was named the 2008 Juvenile Justice Teacher of the Year. She was recognized at the *Juvenile Justice Education Institute and Southern Conference on Corrections* in Tampa and received \$1,000 for her achievement.

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#### In her words...

I believe that we are all learners and that we educate ourselves in many ways in order to have success in our lives. Success and education come in many forms, especially to my students, who need to find what they want and how they learn. Once this is accomplished, they all do well. Since this is of major importance, I offer my students motivation, variety, researched-based strategies, review, and self-awareness of their achievements.

I have the greatest job; I teach a population of students who need the realization of what they can accomplish. Although they are incarcerated, they now have the opportunity to propel and receive the best quality education. Once students realize this, they take their education in their own hands and begin to work on their goals. My teaching continually becomes more individualized, as each student develops and requires attention on areas that need improvement. Eventually, students become motivated and self-directed through this process and are then able to excel in their education.

Meeting the individual academic needs of my students begins with reading. The balanced literacy approach is done through read alouds, shared, guided, and independent readings. Direct instruction, researched-based strategies, cooperative groups, graphic organizers, grade level texts, books on tape, computer-assisted learning, high-interest readings, progress monitoring, and a library are just a few of the things I expose my students to on a daily basis.

Practice and exposure help build skills in my classroom; students read aloud in their groups and participate in shared readings. Students read high-interest scripts in groups to practice good phrasing and expression and check out books and media materials that interest them. "Book talks" are incorporated through our special tea room in which the students share their favorite books while drinking tea and eating goodies, as if they were at a real book store. This exposes all the students to a wide selection of new books. Providing them with all of these avenues allows them to change and introduces a new way of learning.

My greatest accomplishment is assisting students in obtaining high school or GED diplomas, teaching them to read and gain passing grades, increasing their reading levels, and helping them become independent learners.

I use a variety of partnerships at different levels to enhance student learning and work closely with all departments in the facility to capture what students' needs. Graduations and family events are hosted so that families are together to celebrate the students' achievements. I schedule guest speakers who specialize in motivation, recycling, and leadership. Representatives from universities, personal trainers, and the TRAIN program staff spend time informing my students of their options when they exit our facility. The positive exposure our population is offered is like no other. By making sure that our students have the same opportunities as students in traditional school settings, we set the stage for an abundance of support and interaction with good role models. When their time comes, they are fully ready to re-enter their communities.

Positive school spirit is seen daily in the classrooms. Students have painted and created thematic murals in every class; we have a scientist, a captain, and a scenic view in our career/technical program. Students' work is displayed along with their diplomas to celebrate their achievements. A Student of the Week/Month is chosen, announced, and awarded a certificate for his/her efforts in class. We host special field days, luncheons, and FCAT celebrations for students who accomplish their educational goals.

Being a positive role model to our population is a key factor in keeping their spirits up. If you are happy and know that your glass is half full, you are bound to have a good day.



# Chapter 1

## Introduction

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### 1.1 Introduction

The 2008-2009 academic year marks completion of the Juvenile Justice Educational Enhancement Program's (JJEEP's) 11th year of operation. While this past year has been characterized by JJEEP's tradition of accountability and continuous quality improvement efforts for Florida's juvenile justice education programs, the year has posed new challenges associated with the larger national and global economic downturn. Emerging from this economic downturn are accelerated conditions of financial scarcity that are impacting all areas of education, including juvenile justice education. The challenge this economic recession poses for JJEEP, the Department of Education (DOE), the Department of Juvenile Justice (DJJ), the school districts, and the programs is how to maintain the established trajectory of accountability and continuous quality improvement with growing financial pressures and constraints.

Maintaining JJEEP's 11-year partnership and trajectory in this current context of financial scarcity is of immediate concern. This concern is further complicated by the fact that it is not enough to continue doing what we have been doing in juvenile justice education; we must reach farther and achieve more. Juvenile justice students will face greater educational and employment challenges in the near future, compared to what they have faced in the past. The employment prospects for juvenile justice students in this current recession are strained, as they are for even the nation's very best graduates from high school, as well as from college.

Despite these increasing educational and employment challenges for juvenile justice students, the lessons learned from our previous 11 years are clear. Since 1998, Florida's more than 500,000 juvenile justice students have received educational services of a higher quality than were available prior to JJEEP, and the level of quality continues to improve each year. Moreover, JJEEP's research documents that higher levels of academic achievement, as associated with these higher quality educational services, result in greater likelihood of post-release schooling, which, together with employment, positively contribute to crime desistance for juvenile justice youth. This finding is particularly salient to our current economic recession. Specifically, the lifetime economic loss for each juvenile justice youth who continues to engage in a life of crime and substance abuse is estimated to be \$2.2 million (Cohen, 1998). With the most conservative estimates of the cost-benefits of successfully educating and redirecting youths away from crime, the tangible dollars saved involves billions; and the benefits from reducing intangible pain and suffering and criminal victimization are incalculable.

To maintain accountability and continuous quality improvement of Florida's juvenile justice education programs, JJEEP must continue to explore, pilot test, and implement refinements to our operations that increase economy without reducing quality and effectiveness. Prominent among our strategies for increasing the economy of operations without reducing quality, will be to work together. We plan to identify strategies for increasing JJEEP's economy at our annual quality assurance (QA) standards revision meeting in an effort to establish consensus before



significant changes in JJEEP's accountability and continuous quality improvement methods are implemented. What has empowered JJEEP throughout the past 11 years has been its effective partnership with DOE, the school districts, and the programs. JJEEP's annual QA standards revision meetings have facilitated the development and maintenance of common goals and methods for goal achievement. JJEEP has been able to establish "moral authority" regarding our efforts to continuously improve Florida's juvenile justice education programs and practices. We will continue building moral authority as we confront increasing conditions of financial scarcity, while simultaneously increasing our accountability and continuous quality improvement in Florida juvenile justice education.

## 1.2 Overview of Chapters

The JJEEP annual report is comprised of six chapters. Following the introductory chapter, Chapter 2, *Annual Quality Assurance Results*, presents the data collected throughout the 2008-2009 quality assurance (QA) review cycle to describe program performance in the areas of transition, service delivery, educational resources, and contract management. Additionally, data are presented to describe the juvenile justice facilities and the educational provider personnel. Chapter 2 also summarizes the QA data for the 148 programs reviewed during the 2008-2009 review cycle.

Six subsequent sections provide a general analysis of the 2008-2009 QA data: (2.2) Education Programs and Student Characteristics, (2.3) QA Review Methods and Performance Rating System, (2.4) QA Results by Program Characteristics, (2.5) QA Results for Education Providers and School Districts, (2.6) Exemplary and Lower-Performing Programs, and (2.7) Summary Discussion.

Chapter 3, *Teacher Quality*, provides an overview of the QA standards for 2000 to 2009 that relate to teacher qualifications and recent QA results and trends in teacher qualifications. Data compiled from 148 programs continue to show improvement in teacher qualifications and the quality of educational services provided in Florida's juvenile justice education programs. The juvenile justice teacher data were compared to a sample of Florida public school teachers to create a more comprehensive profile of juvenile justice teachers.

Section 3.2 summarizes measures of teacher performance and discusses the difference between teacher quality and teacher effectiveness. Section 3.3 provides JJEEP data that reflects changes in teacher quality; Section 3.4 presents findings from juvenile justice teacher data; and Section 3.5 provides a chapter summary discussion.

Chapter 4, *Curriculum and Instruction*, provides QA results and trends related to curriculum and instruction and a comparison of the 2007-2008 and 2008-2009 QA standards for curriculum and instruction. In addition, the chapter summarizes recent studies that examine the relationship between delinquency, reading, educational disabilities, and credit recovery programs.

Section 4.2 describes and explains changes in the QA curriculum and instruction standards for the 2007-2008 to 2008-2009 review cycles. Section 4.3 provides recent QA data and discusses trends in the areas of curriculum and instruction. Section 4.4 summarizes recent studies examining the relationship between delinquency and education—specifically related to youths with disabilities, online learning, and credit recovery. A summary discussion of the chapter is provided in Section 4.5.

Chapter 5, *Transition Services*, presents an overview of the 2008-2009 QA standards regarding transition services. Transition services include services provided for youths at entry and upon release from a juvenile justice program. The provision of comprehensive transition services for youths as they re-enter their communities is critical to their success. Each year, JJEEP revises the transition services requirements to help increase students' success as they transition from juvenile justice education programs to their schools and communities.

This chapter is composed of three sections: Section 5.2 presents a review and summary of the literature specific to juvenile justice transition; Section 5.3 presents the changes made to the transition standards for 2008-2009; and Section 5.4 provides QA data on the transition standards and overall trends.

The final chapter, Chapter 6, offers a summary discussion of the progress of JJEEP and the results of the 2008-2009 QA review cycle. JJEEP continues to emphasize three critical areas of effective education: quality teachers, quality instruction in the classroom, and quality transition services upon entering and exiting juvenile justice programs. The report closes with mention of expectations for the 2009-2010 review cycle.

### **1.3 Summary Discussion**

The 2009-2010 academic year marks the beginning of a more intense focus of JJEEP's QA reviews, technical assistance (TA), and research efforts on the three interrelated areas of teacher quality, classroom instruction, and transition services. In the context of the current economic downturn, JJEEP will, together with the Department of Education (DOE), the school districts, and the programs, be exploring ways to increase economy, while maintaining our critical trajectory of increasing accountability and continuous quality improvement in Florida juvenile justice education. The challenges are many, but, as in the past, collaboration is the key to success.



## Chapter 2

# Annual Quality Assurance Results

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### 2.1 Introduction

This chapter presents the data collected by the Juvenile Justice Educational Enhancement Program (JJEEP) during the 2008-2009 quality assurance (QA) review cycle. The primary data source is the QA review, during which JJEEP reviewers gather information related to program performance in the areas of transition, service delivery, educational resources, and contract management. Additionally, reviewers collect supplemental data about the facility and the educational provider staff and the students. These data provide the basis for analyzing QA results in relation to various program characteristics. The 2008-2009 QA data include information on 148 programs reviewed.

Six subsequent sections in this chapter provide a general analysis of the 2008-2009 QA data: (2.2) Education Programs and Student Characteristics, (2.3) QA Review Methods and Performance Rating System, (2.4) QA Results by Program Characteristics, (2.5) QA Results for Education Providers and School Districts, (2.6) Exemplary and Lower-Performing Programs, and (2.7) Summary Discussion.

### 2.2 Educational Programs and Student Characteristics

Data on student populations were collected from the educational program registrars and the facilities' head counts of students present the first day of the QA reviews.<sup>1</sup> During the time of the 2008-2009 QA review, juvenile justice programs supervised 7,623 school district-registered students, 7,022 of whom were DJJ-committed.<sup>2</sup> Of these students, 60% (4,578) were identified as having reading deficiencies. An additional 200 young adults, who had already obtained their high school or General Educational Development (GED) diplomas, were also served last year in juvenile justice programs throughout the state. Depending on program security levels and students' performance in the programs, students' stay in a facility ranged from one day (in detention centers) to an average of 24 months (in maximum-risk facilities). The student-to-teacher ratio in juvenile justice programs ranged from 4 to 24 students per teacher; the average class size was 12 students.

Table 2.2-1 provides a breakdown of the different program types, security levels, and population information for all programs reviewed in 2008-2009.

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<sup>1</sup> Data regarding the total juvenile population served for the year is available through the Florida Department of Education.

<sup>2</sup> It is important to note that this number does not reflect students who were absent on the day the head count was recorded.

**Table 2.2-1. 2008–2009 Program Characteristics**

Security Level	Number of Programs	School District Operated	Private Not-For-Profit	Private For-Profit	Population Capacity Range (Mean)
<b>Detention</b>					
<b>Detention Total</b>	26	25	0	1	15-226 (80)
<b>Day Treatment</b>					
<b>Day Treatment Total</b>	40	2	37	1	16-100 (56)
<b>Residential</b>					
Low-Risk	4	0	3	1	30-50 (40)
Mixed Low/Moderate-Risk	1	0	1	0	60 (60)
Moderate-Risk	55	35	15	5	20-165 (51)
Mixed Moderate/High-Risk	5	2	2	1	60-165 (117)
High-Risk	11	9	1	1	24-199 (66)
Mixed High/Maximum-Risk	4	2	0	2	32-96 (68)
Maximum-Risk	1	1	0	0	32 (32)
DCF*	1	0	1	0	39 (39)
<b>Residential Total</b>	82	49	23	10	20-199 (57)
<b>Total: All Programs</b>	148	76	60	12	15-226 (61)

\*The Department of Children and Families (DCF) program is included in this report because it serves students who have been arrested and are considered incompetent to proceed, but the charges are still pending.

As indicated above, all but one of the educational programs in detention centers are operated by the school district, while 93% of the educational programs in day treatment facilities are operated by private, not-for-profit providers. Residential programs have the greatest variety of education providers: school districts (60%), private, not-for-profit organizations (28%), and private, for-profit organizations (12%). Most (55 of 82) residential facilities are identified as moderate-risk programs and provide educational services to an average of 51 students. Day treatment and detention center programs provide such services to an average of 56 and 80 students, respectively. Compared to previous years, the distribution of education providers remains similar across the three program types.

The maximum capacity for these facilities ranges from 15 to 226 youths. The three largest facilities (in terms of maximum capacity) in each program type are Dade Regional Juvenile Detention Center (detention), Dozier Training School (residential), and Panama City Marine Institute (day treatment). The majority (59%) of the programs serve 20-50 youths, followed closely by 23% that serve 51-100 youths. Fifteen programs or 10% of the facilities provide educational services to more than 100 students, while 8% serve fewer than 20 juveniles.

### **2.3 QA Review Methods and Performance Rating System**

QA reviewers use multiple data sources to evaluate the quality of the educational services provided at each juvenile justice program. Data include the programs' self-reports and information gathered during the 1 to 3-day on-site visits. Larger programs may require more review staff and additional days on site to conduct the reviews.

The evidence-based QA review process begins with the review of the self-report submitted by the program (via a template) along with supplemental documentation prior to the on-site review. The process continues with on-site interviews with teachers, students, and educational administrators; observations of educational activities; and review of student, staff, and school documents.

Self-reported information includes:

- teacher certifications/qualifications and teaching assignments
- assessment information
- program characteristics (i.e., location, provider, career education type, security level, program type, and age range of students)
- course offerings
- class and bell schedules
- school calendars
- sample educational forms (i.e., student academic and transition plans)

The data collection process provides QA reviewers a fairly comprehensive profile of the program before they visit on site. The week prior to the on-site visit, reviewers update the self-reported information via a telephone call to the program's lead educator and/or the school district contract manager and verify the self-report information during the on-site QA review.

Reviewers rely on the documented evidence they gather during the review to evaluate the quality of the educational services each juvenile justice program provides. The multiple data sources may include notes from student and educational staff interviews, classroom observations, and student/school document review. Indicator ratings are based on substantiated information, using these multiple data sources to verify program practices.

A crucial component of the review process is daily communication among the reviewer and stakeholders in the entrance meeting, during ongoing daily debriefings, and in the exit meeting. These conversations facilitate identification of problematic areas and allow the program to provide the reviewer with additional documentation of performance related to specific indicators/benchmarks. In debriefings with the lead educator, the reviewer discusses preliminary findings to allow the educational program staff an opportunity to provide additional information that may impact the preliminary ratings. In the formal exit meeting held the last day of the review with school administrators and all interested parties, the reviewer identifies issues, makes recommendations, and answers questions related to the review outcome.

Preliminary QA ratings assigned by the reviewer are subject to scrutiny by JJEEP and DOE staff. Two fellow reviewers verify whether the findings justify the rating given by the reviewer, and the JJEEP director reads each report to review the findings related to specific requirements and the intent of the standards. This process facilitates communication, accuracy, early identification of problems, and consistency of ratings among the reviewers.

JJEEP's evidence-based review system emphasizes methodological consistency and in-house review to ensure the reliability and validity of the data collected. Further, it promotes accurate analysis of problem areas and the provision of meaningful information to the DOE, the school districts, and the providers.

In 2008-2009, JJEEP continued to implement the exemplary review process to acknowledge and reward high-performing programs, based on their overall QA scores from the previous year. Conducting abbreviated reviews of exemplary programs allows JJEEP staff more time to provide more intensive assistance and intervention to lower-performing programs.

Since 2004, JJEEP has awarded *Exemplary II* status to juvenile justice educational programs that receive an overall average QA score of 6.50 -6.99 (out of a possible 9.00). For the two years following the year in which a program received exemplary status, the educational program submits self-report information and receives an abbreviated (one-day) review.

Programs that received *Exemplary I* status for their overall average score of 7.00 or higher were required to submit a self-report but did not receive an on-site QA review for one year; instead, reviewers confirmed the self-report information via a telephone interview with the lead educator and the school district contract manager. *Exemplary I* programs received one-day reviews during the subsequent second and third years. Exemplary programs that experienced an educational provider change received a full QA review the year of the change to ensure the continuation of high quality educational services under the new leadership.

One-day reviews of exemplary programs consisted of self-report verification and on-site review of "critical benchmarks," which are *pass* or *fail*. Deficiencies and recommendations for exemplary programs that failed one critical benchmark are cited in their respective QA reports. An exemplary program that failed more than one critical benchmark during its one-day review lost its exemplary status and received a full educational review during that same year.<sup>3</sup>

For the 2008-2009 QA review cycle, high-performing programs were awarded *Exemplary I and II* status, as outlined above. However, during the 2009-2010 QA review cycle, all exemplary programs will receive the same type evaluation. Due to the transition occurring in 2009-2010, all exemplary programs will be required to submit self-report information and participate in a telephone/Web-based review and needs assessment.<sup>4</sup> Nonetheless, Section 2.6 of this chapter will report programs' exemplary review status.

## Rating System

JJEEP used the following rating scale to assess quality of performance:

- **Superior performance.** Superior Rating of 7, 8, or 9: The expected outcome of the indicator is clearly being met; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

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<sup>3</sup> Exemplary programs that experience an educational provider change will receive a full educational QA review. For state agency and annual reporting purposes, QA scores for exemplary programs are carried over each year for the duration of their exemplary status until they receive another full educational review.

<sup>4</sup> For a detailed explanation of the QA review process for exemplary programs for the 2009-2010 QA cycle, please refer to Appendix C.

- **Satisfactory performance.** Satisfactory Rating of 4, 5, or 6: The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.
- **Below Satisfactory performance.** Partial Rating of 1, 2, or 3: The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.
- **Nonperformance.** Rating of 0: The expected outcome of the indicator is clearly not being addressed.

For each program, an overall average indicator score is calculated for QA Standards One, Two, and Three (transition, service delivery, and educational resources). This score is referred to as the “overall score.” The overall score is the average indicator score across the first three standards. The indicator score within Standard Four for contract management is not used to calculate the overall score because it pertains to actions by both the program and the school district. “Standard scores” refer to the average indicator score within a particular standard. There are four standard scores for transition, service delivery, educational resources, and contract management.

The 2008-2009 QA standards and overall scores of the 148 programs reviewed, including specific indicator scores for each program, are listed in Appendix A. This appendix groups all programs according to the analysis provided in this chapter: program type, security level, school district, and program provider types and names.

## 2.4 QA Results by Program Characteristics

This section provides information regarding the performance of juvenile justice educational programs during the 2008-2009 QA review cycle. When applicable, cross-year comparisons are made in the text describing each table. It is important to consider the changes in the educational QA standards from year to year before drawing conclusions about changes in performance scores over time. It should be noted that the standards have generally become more demanding and the rating guidelines more stringent, reflecting the commitment of JJEEP and the DOE to high standards and continuous quality improvement.

The following comparisons provide information on the performance by program type and administrative model. Table 2.4-1 shows the average standard and overall scores for programs reviewed in 2008-2009 by program type (residential commitment, day treatment, and detention center) and security level. Although these program types are measured by different QA standards (i.e., number of indicators, various benchmarks, and modified requirements), their performance is evaluated in the same four areas: transition, service delivery, educational resources, and contract management. Programs may be compared by the standard scores and by overall scores.



**Table 2.4-1. Average Standard Score and Overall Score by Security Level**

Security Level	Number of Programs	Transition Score	Service Delivery Score	Education Resources Score	Contract Management Score	Overall Score
<b>Detention</b>						
<b>Detention Total</b>	<b>26</b>	<b>5.92</b>	<b>6.33</b>	<b>6.56</b>	<b>6.46</b>	<b>6.36</b>
<b>Day Treatment</b>						
<b>Day Treatment Total</b>	<b>40</b>	<b>6.08</b>	<b>5.88</b>	<b>6.19</b>	<b>5.05</b>	<b>6.06</b>
<b>Residential</b>						
Low-Risk	4	5.81	5.44	5.44	5.50	5.56
Mixed Low/Moderate-Risk	1	6.50	5.75	6.25	6.00	6.17
Moderate-Risk	55	5.88	5.98	6.14	5.33	6.00
Mixed Moderate/High-Risk	5	6.55	6.35	6.35	5.60	6.41
High-Risk	11	5.41	6.23	6.22	5.55	5.95
Mixed High/Maximum-Risk	4	4.94	4.88	5.31	3.75	5.04
Maximum-Risk	1	5.50	6.25	6.25	7.00	6.00
DCF	1	5.50	4.00	4.50	4.00	4.67
<b>Residential Total</b>	<b>82</b>	<b>5.80</b>	<b>5.93</b>	<b>6.07</b>	<b>5.45</b>	<b>5.94</b>
<b>Total: All Programs</b>	<b>148</b>	<b>5.90</b>	<b>5.99</b>	<b>6.19</b>	<b>5.07</b>	<b>6.04</b>

For the 2008-2009 educational QA review, the average overall score for all programs was 6.04. This is an increase, compared to the previous year's average overall score of 5.51. It is important to note that overall scores are based on the indicator scores for all programs that received a full review, as well as indicator scores carried over from the previous years for those programs entering the 2008-2009 educational QA review with exemplary status. Programs that received a full review had an average overall score of 5.88. These average overall scores document an increase in scores of all programs from the previous year.

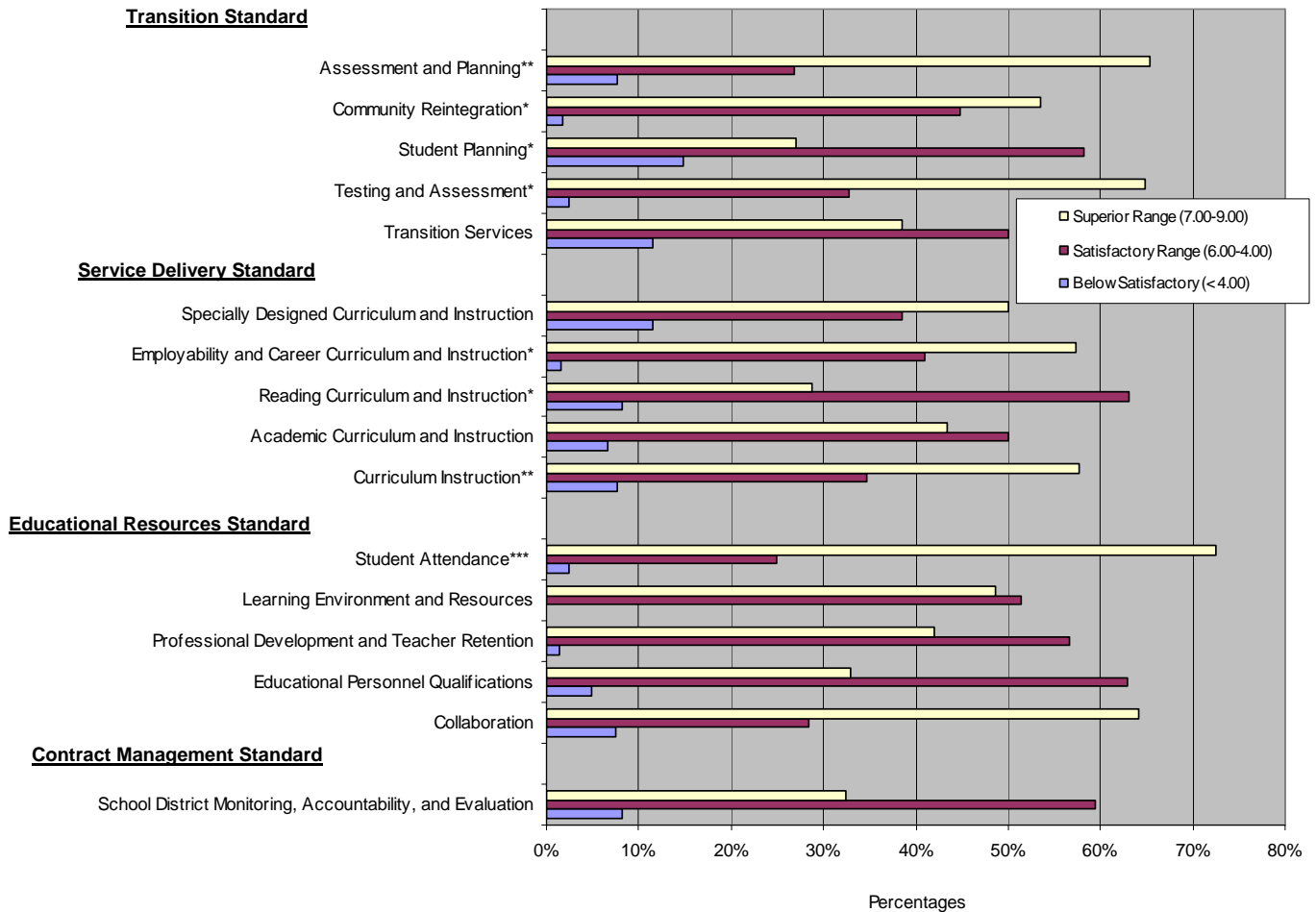
Historically, detention centers have had the highest overall and standard scores. This year's results are consistent with this trend, with the exception of the average transition score. Discussions with various stakeholders indicate that lack of communication from the DJJ regarding students' anticipated release dates and next educational placements may have contributed to lower transition scores. Higher overall scores for detention centers may be attributed to fewer benchmarks for detention centers. Specifically, detention standards do not require evaluation of reading curriculum and instruction, career/technical curriculum and instruction, or statewide assessment participation rates.

**Table 2.4-2. Overall Scores and Categories of Performance**

Overall Performance Category	Score Range	Number of Programs	Percent of Programs
Superior Performance	7.00–9.00	22	15%
High Satisfactory Performance	6.00–6.99	69	47%
Satisfactory Performance	5.00–5.99	36	24%
Marginal Satisfactory Performance	4.00–4.99	18	12%
Below Satisfactory Performance	0.00–3.99	3	2%
<b>Total</b>		<b>148</b>	<b>100%</b>

Table 2.4-2 lists the percentage of programs in each performance category. Of the programs reviewed, 15% received an overall score in the superior range, while the majority (47%) earned overall scores in the high satisfactory range. In other words, 62% of the programs scored above the satisfactory performance range. This is a substantial increase, given that only 39% performed above the satisfactory range in 2007-2008. (11% scored in the superior performance range and 28% scored in the high satisfactory performance range.) The number of programs in the below satisfactory performance range declined from 12 of 152 programs (8%) in the 2007-2008 QA educational review cycle to 3 of 148 programs (2%) in 2008-2009.

The analysis of indicator ratings delineates standards into subcomponents and provides a more in-depth profile of program performance in specific areas. Figure 2.4-2 reports the percentage of programs that received below satisfactory, satisfactory, and superior ratings for each indicator. Indicators are listed in their respective standard categories.



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

Note: Indicators without asterisk are for all three program types

**Figure 2.4-1. Indicator Ratings for All Programs by Standard.**

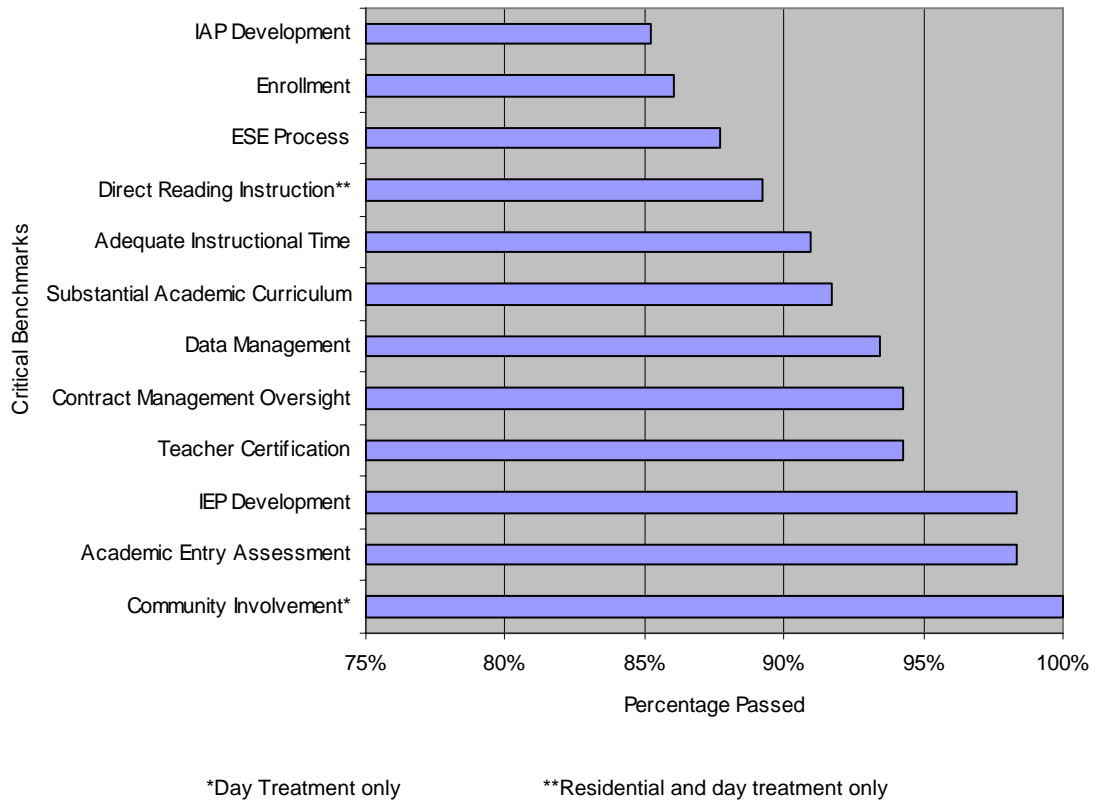
Of the indicators that applied to all program types (residential, day treatment, and detention), programs received the most superior ratings for the following: Collaboration (64%), Specially Designed Curriculum and Instruction (50%), and Learning Environment and Resources (49%). Indicators in which programs struggled to obtain superior or satisfactory performance ratings were Transition Services (11%) and Specially Designed Curriculum and Instruction (11%). It should be noted that none of the 148 programs failed to obtain a satisfactory or superior rating for the Learning Environment and Resources indicator.

For indicators related to specific program types, detention center programs made considerable improvement. In 2007-2008, 7 of the 26 detention programs (27%) obtained a below satisfactory rating for Assessment and Planning; however, during the 2008-2009 review cycle, only 2 of the 26 (8%) detention programs received a below satisfactory rating. It is possible that the improvement was due to revision of Benchmark 2.1 that extended the required time frame for administering entry assessments to students from 5 to 10 school days after students enter the program.

Also noteworthy is the substantial improvement made by residential and day treatment programs in student planning. Last review cycle, 44% of residential and

day treatment programs received a below satisfactory rating for this indicator, while this year, only 18 of 122 programs (15%) did not meet the indicator requirements. This improvement may be related to the fact that JJEEP staff provided extensive technical assistance regarding development of measurable individual academic plan (IAP) goals this past year.

Analysis of the designated critical benchmarks is crucial to understanding the quality assurance performance ratings for indicators. Prior to rating the program's overall performance in an indicator, reviewers must ensure that the minimum requirements of each benchmark have been met. Failure to meet the minimum requirements for a single critical benchmark resulted in a rating of Partial or Nonperformance. Figure 2.4-2 reports the percentage of programs that passed all of the critical benchmarks. Only programs that received a full on-site review are included in the analysis.



**Figure 2.4-2. Critical Benchmarks for Programs Receiving a Full Review, N=122.**

As indicated above, 100% of the day treatment programs met the requirements in the Community Involvement benchmark, while 98% of all programs received ratings of "Pass" for the IEP Development and Academic Entry Assessment benchmarks. Although all program types struggled to meet the Individual Academic Plan (IAP) Development benchmark, 104 of 122 programs (85%) met the requirements. Overall, the percentage of programs that received passing ratings was the highest in the history of JJEEP.

Table 2.4-3 lists the educational benchmarks by program type for programs that received a full review in 2008-2009 and indicates the percentage of programs passing each benchmark.

**Table 2.4-3. Percentage of Programs Passing Each Benchmarks**

<b>2008-2009 Benchmarks</b>	<b>Residential</b>	<b>Day Treatment</b>	<b>Detention</b>
<b>Transition Standard</b>			
Enrollment†	81%	94%	89%
Student Advisement	93%	100%	89%
Population Reports			95%
Educational Representative	94%	94%	95%
In-County Records Transmittal			89%
Exit Packet Transmittal	68%	68%	63%
Academic Entry Assessment†	100%	100%	89%
Career/Technical Assessment	94%	85%	95%
Exit Assessment	91%	94%	
Reviewing IEP/IAP Progress			95%
IAP Development†	77%	97%	95%
IAP Review/Revision	88%	94%	
IEP Development†	99%	95%	100%
IEP Progress Reports	84%	82%	
ePep Development	87%	100%	
Soliciting Parent and Community Involvement	100%	100%	
Exit Plan Development	90%	88%	
Notifying Transition Contact	71%		
<b>Service Delivery Standard</b>			
Diploma Options	97%	94%	89%
Substantial Academic Curriculum†	90%	97%	
Literacy/Tutorial/Social Skills Programs			100%
Individualized Instruction	94%	97%	95%
Explicit Reading Instruction†	90%	88%	
Progress Monitoring Assessments	82%	79%	
Leisure Reading/Literacy Enrichment	99%	100%	
Diagnostic Assessment/Goal Modification	81%	85%	
Employability Career Curriculum Type 1	100%	97%	
Middle School Career Ed. Planning Course	81%	79%	
Individualized Career Technical Instruction	94%		
Employability Career for HS Graduates	97%	76%	
Career Exploration Type 2	94%	91%	
Courses for Credit Type 2	94%		
Hands on Training Type 3	100%		
Courses for Credit Type 3	100%		

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Initiation of ESE Process	96%	100%	95%
ESE Process†	87%	85%	95%
IEP Implementation	65%	79%	68%
General Education Services (ELL, Gifted, Section 504)	97%	88%	95%
<b>Educational Resources Standard</b>			
Adequate Instructional Time†	90%	94%	89%
Communication	99%	100%	95%
Community Involvement	99%	100%	100%
Classroom Management	91%	100%	100%
Core Areas Teacher Certification†	96%	91%	95%
Non-Core Areas Teaching Certification	88%	94%	100%
Professional Development Plans	88%	94%	95%
Training	93%	97%	100%
Teacher Recruitment/ Retention	99%	100%	100%
Adequate Educational Personnel	91%	91%	100%
Appropriate Instructional Material	94%	95%	100%
Media Materials and Technology	100%	95%	97%
Environment Conducive to Learning	94%	100%	100%
Access to Florida Virtual School	97%	100%	95%
Business/Community Partnerships/Additional Resources	97%	97%	
<b>Contract Management Standard</b>			
Self-Report Submitted	94%	97%	100%
Data Management†	91%	94%	100%
Accurate Attendance	94%		95%
Statewide Assessment Participation Rate	46%	18%	
Comprehensive Reading Support	78%	91%	
Contract Management Oversight†	93%	97%	95%
Cooperative Agreement/Contract	97%	100%	95%
Attendance Plan		100%	
Accurate Attendance Records		97%	

† Indicates critical benchmark.

Two benchmarks are noticeably challenging for residential, day treatment, and detention programs alike. First, 68% of day treatment and residential programs and 63% of detention centers passed the benchmark related to the transmittal of students' educational exit packets; programs must document the transmittal of

current educational records for students transferring to “out of county” schools, residential programs, or private schools.<sup>5</sup>

Second, 65% of residential programs, 79% of day treatment programs, and 68% of detention centers passed the benchmark related to implementing individual educational plans (IEPs) of students who have disabilities; programs are required to implement specially designed instruction and related services that are outlined in students’ IEPs.<sup>6</sup>

QA reviewers report that the low passage rate for the benchmark related to the appropriate implementation of specially designed instruction and related services is related to the finding that many students, whom are on the special diploma track are taught in the same classes and by the same teachers as the general education students and are not routinely provided the ESE support facilitation services that their IEPs require.

## **2.5 QA Results for Education Providers and School Districts**

Although the findings in the previous sections contribute to the overall performance ratings of juvenile justice education programs, they do not identify the specific programs that have superior, satisfactory, or below satisfactory performance. The following analysis ranks school districts and education providers and identifies the programs that received exemplary reviews during the 2008-2009 QA review cycle in parentheses.

Table 2.5-1 identifies the 2008-2009 average QA review scores for each standard and the overall scores for the supervising school districts for both school district-operated and district-contracted programs. When determining the school district’s overall performance regarding its juvenile justice education programs, it is important to consider the total number of programs they supervise. The table below is divided into four categories based on the number of juvenile justice programs each school district supervises. Within each category, the supervising school districts are listed in descending order by the overall score. Scores for exemplary programs that are carried over from year to year are included.

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<sup>5</sup> This is Benchmark 1.4 for residential and day treatment programs and Benchmark 4.3 for detention centers.

<sup>6</sup> This is Benchmark 8.3 for residential and day treatment programs and Benchmark 1.4 for detention centers.

**Table 2.5-1. Standard and Overall Scores for Supervising School Districts Ranked by Overall Score**

Number Programs	Supervising School District	Number of Programs	Transition Score	Service Delivery Score	Educational Resources Score	Contract Management Score	Overall Score
1 Program	Monroe	1 (1)	7.00	7.00	7.00	7.00	7.00
	Seminole	1 (1)	6.00	7.00	7.67	7.00	7.00
	Charlotte	1 (1)	6.25	7.00	6.50	5.00	6.58
	Nassau	1 (1)	6.75	6.50	6.50	5.00	6.58
	Glades	1	6.75	5.50	6.50	4.00	6.25
	Citrus	1	6.50	6.00	5.50	5.00	6.00
	Holmes	1	6.25	5.50	5.25	5.00	5.67
	Hardee	1	6.25	5.75	4.75	5.00	5.58
	Walton	1	3.75	6.25	6.50	5.00	5.50
	Union	1	4.75	5.25	5.50	5.00	5.17
	Hamilton	1	4.00	4.75	4.00	2.00	4.25
	Jefferson	1	2.50	2.25	3.25	1.00	2.67
	<b>Group Mean</b>			<b>5.56</b>	<b>5.73</b>	<b>5.74</b>	<b>4.67</b>
2-3 Programs	Marion	3	6.83	7.17	6.78	6.33	6.92
	DeSoto	3	6.75	6.17	6.50	5.33	6.47
	St. Johns	2	6.25	6.13	5.80	5.50	6.21
	Bay	3	5.50	5.75	6.18	5.33	5.88
	Washington	3	5.17	6.42	6.00	6.00	5.86
	Liberty	3	5.92	5.50	5.92	5.00	5.78
	Alachua	3 (1)	5.86	5.00	6.17	5.33	5.76
	Sarasota	2	5.88	5.25	5.63	4.00	5.60
	Leon	3	5.42	5.58	5.82	5.00	5.60
	Osceola	3	4.42	5.67	6.33	4.33	5.56
	Santa Rosa	2	5.13	5.25	5.88	4.50	5.42
	Jackson	2	5.38	5.00	5.38	4.00	5.25
	Madison	2	5.13	5.00	5.38	4.00	5.17
	St. Lucie	2	3.63	5.00	5.53	4.00	4.89
	Okeechobee	3	4.25	4.17	4.58	4.00	4.33
	<b>Group Mean</b>			<b>5.47</b>	<b>5.58</b>	<b>5.90</b>	<b>4.92</b>



<b>4-6 Programs</b>	Collier	4	6.69	7.06	6.76	7.25	<b>6.83</b>
	Broward	6	6.33	6.33	6.54	5.33	<b>6.40</b>
	Brevard	5 (1)	6.40	6.40	6.11	6.20	<b>6.31</b>
	Escambia	4 (1)	6.00	6.19	6.30	5.50	<b>6.18</b>
	Palm Beach	4	6.31	5.81	6.33	6.00	<b>6.16</b>
	Polk	4	6.25	5.94	6.06	5.50	<b>6.09</b>
	Orange	5	5.50	6.00	6.22	5.00	<b>5.94</b>
	Manatee	5 (1)	5.37	5.80	5.87	4.80	<b>5.77</b>
	Lee	4	4.81	5.13	6.24	4.50	<b>5.49</b>
	<b>Group Mean</b>		<b>5.97</b>	<b>6.09</b>	<b>6.27</b>	<b>5.54</b>	<b>6.13</b>
<b>7+ Programs</b>	Okaloosa	7 (5)	6.99	6.86	6.76	6.29	<b>6.86</b>
	Hillsborough	10 (5)	6.48	6.88	7.00	7.30	<b>6.82</b>
	Dade	7 (2)	7.07	6.79	6.55	6.29	<b>6.77</b>
	Pasco	7 (1)	6.64	6.54	6.49	6.00	<b>6.54</b>
	Volusia	7 (4)	6.10	6.39	6.89	6.43	<b>6.47</b>
	Pinellas	11 (1)	5.73	5.82	5.84	5.55	<b>5.79</b>
	Duval	7	4.75	4.50	5.54	3.14	<b>4.97</b>
	<b>Group Mean</b>		<b>6.26</b>	<b>6.43</b>	<b>5.91</b>	<b>6.31</b>	<b>6.23</b>
<b>Total</b>	<b>148 (26)</b>	<b>5.90</b>	<b>5.99</b>	<b>6.19</b>	<b>5.45</b>	<b>6.04</b>	

Twenty supervising school districts have overall scores in the high satisfactory range (6.00 or higher), and two of those supervising school districts have overall scores in the superior performance range.

Table 2.5-2 compares the quality of educational services across provider types and summarizes QA results for all educational programs operating in Florida’s juvenile justice facilities in 2008-2009.

**Table 2.5-2. Average QA Scores for Public and Private Operated Education Programs**

<b>Provider Type</b>	<b>Number of Programs</b>	<b>Number of Exemplary Programs</b>	<b>Transition Score</b>	<b>Service Delivery Score</b>	<b>Educational Resources Score</b>	<b>Contract Management Score</b>	<b>Overall Score</b>
Public School District	76	19	5.85	6.19	6.39	5.82	6.17
Private Not-For-Profit	60	7	6.11	5.90	6.14	5.20	6.06
Private For-Profit	12	0	5.15	5.08	5.15	4.33	5.16
<b>Total/Average Score</b>	<b>148</b>	<b>26</b>	<b>5.90</b>	<b>5.99</b>	<b>6.19</b>	<b>5.45</b>	<b>6.04</b>

The table above indicates that school district providers scored higher than private providers across the Service Delivery and Educational Resources standards and had a higher average overall scores. Private, not-for-profit educational providers posted the highest average scores for the Transition standard. It should be noted that the average overall scores for public school district providers and private, not-for-profit providers were similar.

The greatest difference between the public and private, for-profit educational providers is demonstrated in the Educational Resources standard. Since JJEEP began evaluating educational programs 11 years ago, school district education providers have consistently performed better than the private providers and are more likely to operate exemplary programs. Despite overall lower performance, 49% of juvenile justice educational providers are private organizations; this proportion (ranging from 41% to 49%) has remained relatively constant since 1998.

Finally, it is also beneficial to look at differences across the average standards and overall scores for the education providers. Table 2.5-3 presents the average standard and overall scores for educational program providers in both school district operated and school district contracted programs for 2008-2009. As in Table 2.5-1, this table identifies in parentheses the number of programs that received exemplary reviews during the 2008-2009 cycle.

**Table 2.5-3. Average Standard and Overall Scores for (School District and Contracted) Educational Providers Ranked by Average Overall Scores**

Education Provider	Number of Programs	Transition Score	Service Delivery Score	Educational Resources Score	Overall Score
Bay	1	5.50	7.50	7.75	7.13
Monroe	1 (1)	7.00	7.00	7.00	7.00
Seminole	1 (1)	6.00	7.00	7.67	7.00
Hillsborough	7 (5)	6.48	7.07	7.27	6.98
Okaloosa	6 (4)	6.99	6.96	6.82	6.91
Brevard	1 (1)	6.50	7.00	7.00	6.88
Marion	2	6.63	7.13	6.88	6.88
Dade	5 (2)	7.10	6.95	6.65	6.87
Collier	2	6.50	7.13	6.88	6.84
Escambia	2	6.25	6.63	7.00	6.67
Outward Bound Discovery	1 (1)	6.75	6.50	6.50	6.58
Liberty	1	6.75	6.50	6.50	6.58
Human Services Associates, Inc.	3	6.92	6.42	6.25	6.53
Polk	2	6.88	6.13	6.50	6.53
Volusia	5 (3)	5.95	6.55	7.00	6.51
Pasco	5	6.55	6.50	6.45	6.48
Broward	4	6.44	6.31	6.56	6.43
PACE Center for Girls, Inc.	17 (4)	6.21	6.25	6.64	6.39
Pinellas	3	6.08	6.50	6.18	6.24
Manatee	2	5.75	5.88	6.38	6.15
Palm Beach	2	6.00	6.13	6.25	6.13
Associated Marine Institutes, Inc.	26 (3)	6.25	5.85	6.01	6.04
Washington	3	5.17	6.42	6.00	5.86
G4S Youth Services	6	6.08	5.83	5.52	5.86

Education Provider	Number of Programs	Transition Score	Service Delivery Score	Educational Resources Score	Overall Score
Crosswinds Youth Services	1	5.25	6.25	5.80	5.77
Alachua	1	5.00	4.50	6.50	5.63
Sarasota Family YMCA, Inc.	1	6.25	5.25	5.25	5.58
Osceola	3	4.42	5.67	6.33	5.56
Eckerd Youth Alternatives, Inc.	6 (1)	5.46	5.46	5.61	5.51
Radar Group, Inc.	1	3.75	6.25	6.50	5.50
Leon	1	5.50	6.00	5.25	5.50
Orange	3	5.42	5.33	5.63	5.49
Lee	2	4.00	5.50	6.38	5.44
Global Youth Services	1	5.75	5.00	5.50	5.42
Santa Rosa	2	5.13	5.25	5.88	5.42
Twin Oaks Juvenile Development	5	5.45	4.95	5.50	5.30
Union	1	4.75	5.25	5.50	5.17
Youth Services International, Inc.	1	4.75	5.25	5.25	5.08
Universal Health Services	2	4.38	4.50	5.00	4.65
Duval	4	4.38	4.19	5.25	4.64
Hamilton	1	4.00	4.75	4.00	4.25
Vision Quest, Ltd.	2	3.00	3.38	4.00	3.46
St. Lucie	1	1.00	3.50	4.25	3.25
Jefferson	1	2.50	2.25	3.25	2.67
<b>TOTAL</b>	<b>148 (26)</b>	<b>5.90</b>	<b>5.99</b>	<b>6.19</b>	<b>6.04</b>

Average overall scores in Table 2.5-3 range from a high of 7.13 for the program operated by the Bay County School District to a low of 2.67 for the program operated by the Jefferson County School District. Twenty-two educational providers earned average overall scores of 6.00 or higher.

The two largest private providers, Associated Marine Institutes (AMI), with 24 programs, and PACE, with 17 programs, had average overall scores of 6.04 and 6.39, respectively. Okaloosa (6 programs) and Hillsborough (7 programs) county school districts are the largest public providers of juvenile justice educational programs and had average overall scores of 6.91 and 6.98, respectively; both school districts continue a historical trend of providing excellent educational programming.

## 2.6 Exemplary and Lower-Performing Programs

In 2004, JJEEP began to recognize high-performing programs; those that scored 6.50–6.99 overall earned *Exemplary II status*, for which they received two years of abbreviated one-day reviews. Programs that scored above 7.00 earned *Exemplary I status*, for which they received a telephone interview the first year and abbreviated one-day reviews the following second and third years. However, programs that did not pass their one-day reviews lost their exemplary status and received a full review the same year.

Table 2.6-1 lists the *Exemplary I* and *II* programs by supervising school districts and indicates the year they earned exemplary status and whether they maintained it in their 2008–2009 exemplary reviews. In addition, the table presents those programs that earned exemplary status during a full review this year. Finally, the table presents each exemplary program’s overall score. An asterisk denotes programs that earned exemplary status for consecutive review cycles; these programs exemplary status expired at the end of 2007-2008, but were fully reviewed in 2008-2009 and re-earned exemplary scores.

**Table 2.6-1. Exemplary Programs Maintaining and Receiving High Satisfactory and Superior Overall Scores in 2005, 2006, 2007–2008, and 2008-2009**

Program	Supervising School District	Year Exemplary Status Earned	2008-2009 Exemplary Review Status	Overall Score
<b>Exemplary I</b>				
Bay Detention Center*	Bay	2008-2009	Earned	7.13
Collier Regional Detention Center*	Collier	2008-2009	Earned	7.50
PACE Immokalee	Collier	2008-2009	Earned	7.08
Bay Point Kendall Miami Halfway House	Dade	2008-2009	Earned	7.00
Women in Need of Greater Strength (WINGS)	Dade	2008-2009	Earned	7.00
Desoto Dual Diagnosis Facility	DeSoto	2008-2009	Earned	7.08
Hillsborough Academy (IRT)*	Hillsborough	2008-2009	Earned	7.33
Hillsborough Detention Center- West	Hillsborough	2007-2008	Maintained	7.13
Falkenburg Academy	Hillsborough	2005	Maintained	7.10
Hillsborough Detention Center-East	Hillsborough	2006	Maintained	7.00
Riverside Academy	Hillsborough	2007-2008	Maintained	7.00
PACE Marion*	Marion	2008-2009	Earned	7.00
Marion Detention Center	Marion	2008-2009	Earned	7.00
Monroe Detention Center	Monroe	2005	Maintained	7.00
Gulf Coast Youth Academy	Okaloosa	2005	Maintained	7.40
Okaloosa Youth Academy	Okaloosa	2007-2008	Maintained	7.08

Adolescent Substance Abuse Program*	Okaloosa	2008-2009	Earned	7.00
Okaloosa Detention Center	Okaloosa	2007-2008	Maintained	7.00
Mandala Adolescent Treatment Center	Pasco	2008-2009	Earned	7.08
PACE Pinellas	Pinellas	2008-2009	Earned	7.00
Seminole Detention Center	Seminole	2005	Maintained	7.00
PACE Volusia-Flagler	Volusia	2005	Maintained	7.36
<b>Exemplary II</b>				
PACE Alachua	Alachua	2006	Maintained	6.58
Brevard Detention Center	Brevard	2006	Maintained	6.88
Brevard Halfway House	Brevard	2008-2009	Earned	6.67
Broward Detention Center	Broward	2008-2009	Earned	6.88
PACE Broward	Broward	2008-2009	Earned	6.77
Lighthouse Juvenile Residential Facility	Broward	2008-2009	Earned	6.67
Broward Intensive Halfway House	Broward	2008-2009	Earned	6.50
Crossroads Wilderness Institute	Charlotte	2007-2008	Maintained	6.58
Big Cypress	Collier	2008-2009	Earned	6.58
Dade Juvenile Residential Facility	Dade	2008-2009	Earned	6.92
Dade Marine Institute- North	Dade	2008-2009	Earned	6.77
Miami-Dade Detention Center	Dade	2007-2008	Maintained	6.75
Bay Point Schools- North	Dade	2007-2008	Maintained	6.67
Bay Point Schools- Kennedy Campus West	Dade	2007-2008	Closed	6.58
Desoto Correctional Facility	Desoto	2008-2009	Earned	6.92
Pensacola Boys Base*	Escambia	2008-2009	Earned	6.83
PACE Escambia- Santa Rosa	Escambia	2007-2008	Maintained	6.62
Escambia Detention Center	Escambia	2008-2009	Earned	6.50
Columbus Juvenile Residential Facility	Hillsborough	2006	Maintained	6.73
Tampa Marine Institute	Hillsborough	2008-2009	Earned	6.62
Youth Environmental Services	Hillsborough	2008-2009	Earned	6.67
Leslie Peters Halfway House	Hillsborough	2008-2009	Earned	6.58
Bristol Youth Academy	Liberty	2008-2009	Earned	6.58
Manatee Detention Center	Manatee	2008-2009	Earned	6.88

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PACE Manatee	Manatee	2006	Maintained	6.58
Marion Juvenile Correctional Facility	Marion	2008-2009	Earned	6.75
Short Term Education Program - North	Nassau	2007-2008	Maintained	6.58
Orlando Marine Institute	Orange	2008-2009	Earned	6.69
San Antonio Boys Village	Pasco	2008-2009	Earned	6.83
Wilson Youth Academy	Pasco	2008-2009	Earned	6.83
Pasco Detention Center*	Pasco	2008-2009	Earned	6.75
New Port Richey Marine Institute	Pasco	2007-2008	Maintained	6.69
PACE Pasco	Pasco	2008-2009	Earned	6.69
Pinellas Detention Center	Pinellas	2008-2009	Earned	6.88
Camp E-Nini-Hassee	Pinellas	2007-2008	Maintained	6.50
Polk Detention Center*	Polk	2008-2009	Earned	6.88
Okaloosa Youth Development Center	Okaloosa	2007-2008	Maintained	6.75
Emerald Coast Marine Institute	Okaloosa	2007-2008	Maintained	6.54
PACE Orange*	Orange	2008-2009	Earned	6.54
Santa Rosa Juvenile Residential Facility	Santa Rosa	2008-2009	Earned	6.50
St. Johns Detention Center	St. Johns	2008-2009	Earned	6.50
PACE Treasure Coast	St. Lucie	2008-2009	Earned	6.54
St. Lucie Detention Center	St. Lucie	2007-2008	Failed	3.25
Stewart Marchman Oaks Residential	Volusia	2007-2008	Maintained	6.50
Stewart Marchman Pines Residential	Volusia	2007-2008	Maintained	6.50
Three Springs Sex Offender Program	Volusia	2007-2008	Maintained	6.58
Volusia Detention Center*	Volusia	2008-2009	Earned	6.63
Dozier Training School for Boys*	Washington	2008-2009	Earned	6.67

\*Indicates those programs that earned exemplary status for a consecutive cycle.

Data from the 2008-2009 QA review cycle indicate a record number of exemplary programs: 68 exemplary programs (22 earning or maintaining *Exemplary I* status and 46 earning or maintaining *Exemplary II* status). Overall, 42 programs earned exemplary status, with Collier Regional Detention Center earning the highest overall score of 7.50.

Of the 27 programs that received abbreviated exemplary reviews, all but the St. Lucie Detention Center maintained their exemplary status. One exemplary program closed (Bay Point Schools - Kennedy Campus West). Of the 68 exemplary programs, 18 are detention, 16 are day treatment, and 34 are residential.

Nine exemplary programs are scheduled for full reviews in 2009-2010: Brevard Detention Center, Columbus Juvenile Residential Facility, Falkenburg Academy, Gulf Coast Youth Academy, Monroe Detention Center, PACE Alachua, PACE Manatee, PACE Volusia-Flagler, and Seminole Detention Center. If these programs do not receive a corrective action plan (CAP) during the 2009-2010 review, they will maintain their exemplary status and receive another full review during the 2010-2011 review cycle to determine whether their exemplary status can be extended. As mentioned in Section 2.2 above, all exemplary programs will participate in a telephone/Web-based review and needs assessments in 2009-2010; however, programs will not be eligible to earn exemplary status during this transitional year.

At the other end of the continuum, a corrective action plan (CAP) is required for all educational programs that receive a below satisfactory rating (lower than 4.00) in any of the three standard scores: Transition, Service Delivery, or Educational Resources. School districts may also receive a CAP for scoring below 4.00 on the School District Monitoring and Accountability standard for two consecutive years. The CAP process enables programs to identify processes and procedures that may be contributing to their below satisfactory ratings. The school district is responsible for the development of the CAP and receives assistance from JJEEP staff. CAPs are to be submitted to JJEEP within 90 days of official notification from DOE. School districts are required to meet all timelines in the State Board of Education Rule 6A-6.05281 (SBER) for the implementation of CAPs and must submit the CAP Confirmation of Implementation page signed by the superintendent 90 days after the CAP due date. In addition, a program may receive a follow-up visit that includes additional technical assistance to verify that the program is successfully implementing its CAP.

**Table 2.6-2. Programs Receiving Corrective Action Plans (CAPs) in 2008–2009**

Programs Receiving a CAP	Transition Score	Service Delivery Score	Educational Resources Score	Contract Management Score	Overall Score
Monticello New Life*	2.50	2.25	3.25	1.00	2.67
Vision Quest – Blue Water/Warrington	1.75	3.75	3.00	5.00	2.83
St. Lucie Detention Center	1.00	3.50	4.25	4.00	3.25
Red Road Academy*	4.25	3.00	5.00	2.00	4.08
Duval Regional Juvenile Detention Center	4.00	3.50	4.50	3.00	4.13
Panther Success Center	4.00	4.75	4.00	2.00	4.25
Blackwater STOP Camp School†	4.25	3.50	5.25	3.00	4.33
Duval Halfway House*	4.75	4.00	5.00	2.00	4.58
Jacksonville Youth Center*	4.25	4.50	5.00	2.00	4.62
Orange Regional Juvenile Detention Center	5.00	3.50	5.00	4.00	4.63
PACE Leon*	4.50	4.75	6.60	3.00	5.38
Walton Learning Shop/IHWH	3.75	6.25	6.50	5.00	5.50

\*Indicates that the program was placed on the DOE intervention list. † Indicates that the program closed and did not have to complete its Correction Action Plan (CAP).

Twelve of 148 programs and or school districts with deficiencies were required to develop a CAP. This contrasts considerably to last year when 38 programs were required to develop a CAP. The overall score for these programs ranged from 2.67 (Monticello New Life) to 5.50 (Walton Learning Shop/IHWH). Blackwater STOP Camp was closed by the DJJ before it could fully implement its CAP. Finally, the following five schools were placed on the DOE intervention list: Duval Halfway House, Jacksonville Youth Center, Monticello New Life, PACE Leon, and Red Road Academy. These programs may receive assistance/intervention and/or sanctions by the Department of Education.

## **2.7 Summary Discussion**

Of the 148 programs reviewed in 2008-2009, 82 were residential commitment programs, 40 were day treatment programs, and 26 were detention centers. Detention centers scored the highest overall (6.36), followed by day treatment programs (6.06) and residential commitment programs (5.94). The average overall scores for all program types increased considerably from the 2007-2008 review cycle.

Similar to last year, moderate-risk residential programs represented the greatest number of juvenile justice programs in Florida in 2008-2009; their average overall score was in the satisfactory range (6.00), which falls in the same range for all programs (6.04). (See Appendix B for a list of programs by security [risk] level.)

Analysis of 2008-2009 QA scores demonstrates that the average overall score increased compared to the performance levels in 2007-2008. This can be attributed to the decrease in the number of programs that received marginal satisfactory and below satisfactory performance ratings. In fact, this year's QA scores represented the highest average overall score in JJEEP's 11-year history. These significant improvements represent the efforts made by school districts and the providers and the increased technical assistance (TA) JJEEP staff provided this past year. Each QA reviewer is assigned a list of programs to contact quarterly and communicate with the lead educator to answer questions or address concerns. These collaborative discussions have resulted in increased requests for TA and additional on-site TA visits. JJEEP reviewers conducted 28 on-site TA/CAP follow up visits this year, compared to 20 the previous year.

Additionally, the use of peer reviewers has increased; these trained educational representatives from juvenile justice programs assist JJEEP reviewers during QA reviews. Peer reviewer training and subsequent trips to assist JJEEP reviewers has resulted in many peer reviewers serving as mentors for educational representatives at lower-performing programs. Peer reviewers also report a better understanding of the QA process and recognition of areas in which they can improve the educational services in their own programs.

In 2008-2009, JJEEP conducted QA reviews of juvenile justice programs in 43 school districts. School districts are designated by four categories (based on the number of programs they supervise to allow comparisons among school districts with a similar number of programs. The number of programs within the school districts range from 1 to 11.

Overall, only one supervising school district received overall scores in the below satisfactory range; 18 school districts received scores in the high satisfactory range, and two received scores in the superior performance range. It is important to remember that the scores for some of these supervising school districts is determined by only one school. In terms of education providers, public school districts again



performed better than private providers. Among private providers, not-for-profit providers performed better than their for-profit counterparts.

In conclusion, despite the stricter educational standards implemented in 2008-2009, the average overall score increased. This indicates that programs are rising to the challenge to provide quality education to students enrolled in juvenile justice educational programs. Many providers have also successfully obtained the resources needed to meet their students' needs, whereas, in previous years, they did not provide adequate educational resources for students enrolled in juvenile justice schools.

Over the past 11 years, QA scores have served as an effective means of quantifying best practices in juvenile justice education. Indeed, revised QA standards and guidelines have resulted in implementing many empirically-based best practices in classroom instruction, staff development, and student integration and transition. Examination of the current state of knowledge on juvenile justice education and years of data collection and analysis provide JJEEP with insight for the future of the review process, suggesting that the time has come for the program to reconceptualize the measures of effective programming and services.

During the next few years, JJEEP will continue to move beyond QA compliance and focus on *process* to evaluate juvenile justice education, in part, on student outcome measures. Specifically, the future QA process will involve understanding how teacher qualifications and characteristics, classroom instruction, and transition services enhance the educational outcomes of juvenile justice students.

## Chapter 3

# Teacher Quality

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### 3.1 Introduction

This chapter provides an overview of the quality assurance (QA) standards that relate to teacher qualifications from 2000 to 2009 and recent QA results and trends in teacher qualifications. The juvenile justice data presented in this chapter is compiled from 148 programs and continues to show improvement in the quality of educational services and the teachers in Florida's juvenile justice programs.

Section 3.2 summarizes how teacher performance is measured and discusses the difference between teacher quality and teacher effectiveness. Section 3.3 offers Juvenile Justice Educational Program (JJEEP) data that reflects changes in teacher quality, Section 3.4 presents findings from juvenile justice teacher data, and Section 3.5 provides a chapter summary discussion and conclusion.

### 3.2 Measuring Teacher Performance

In 1999, the Florida Legislature enacted legislation that reformed Florida's juvenile justice education programs and required that research be conducted to identify best practices in juvenile justice education. However, Florida's reform efforts were overshadowed by the 2001 federal No Child Left Behind Act (NCLB). Since the enactment of NCLB, researchers, school officials, and legislators have overwhelmingly focused on teacher certification and background as measures of teacher quality. JJEEP, however, continues to consider a variety of measures and outcomes related to effective teaching, including certifications, degrees, and evidence-based instructional practices.

Defining "best practices" in traditional educational settings is challenging because best practices are sometimes confused with the processes that stakeholders develop for regulating quality education. Furthermore, much of the available research on teacher quality focuses on promising practices in the classroom, rather than on evidence-based practices. Identifying best practices in juvenile justice educational settings further complicates the process. For example, future correctional teachers are rarely taught to understand the characteristics of juveniles in correctional facilities, their educational needs, and the complexity of the work environment (Platt, Casey, and Faessel, 2006). Howell and Wolford (2002:4) acknowledged the difficulty in identifying best practices in juvenile justice education:

...some frequently used techniques do not have much in the way of empirical support, while others, which are seldom employed, are strongly validated. It also becomes apparent that federal and state regulations provide little guidance about what techniques are required and give us a process for deciding on techniques, but rarely specify the use of specific methods.

To differentiate among the various instructional practices, Howell and Wolford (2002:4) created the following typology:

1. **Mandated** practices describe what is required by law and regulation.
2. **Common** practices refer to what is usually practiced in the classroom.
3. **Best** practices are those that have been shown or proven to work.
4. **Promising** practices are those that make sense to trained educators, but might lack sufficient data to be classified as research-based.

The following section provides a brief overview of the differences between mandated and best practices in the context of teacher quality and teacher effectiveness in juvenile justice and traditional educational settings.

### 3.2.1 The Mandated Practice of NCLB: Best or Promising Practice?

In 2001, the No Child Left Behind Act (NCLB) brought a renewed focus to U.S. educational policy. The legislation mandated that every child in the U.S. receive a quality education provided by "highly qualified" teachers. According to the NCLB, a teacher can be considered highly qualified if he or she meets the following criteria, as determined by state standards:

1. Obtain a bachelor's degree;
2. Earn full state certification as a teacher, which does not include certification given to a teacher under emergency or other provisional status through which state qualification or licensing criteria has been waived; and
3. Demonstrate competency/knowledge in the subject(s) in which he or she is teaching, as determined by testing, education, and/or a uniform program developed by the state.

NCLB's focus on teacher certification and content area to identify highly qualified teachers has led some researchers to question whether the mandated practice of NCLB is truly a best practice in terms of its influence on student gains or achievement.<sup>7</sup> In other words, being deemed a highly qualified teacher in terms of NCLB, does not necessarily mean that such teachers are equipped to assist students in the learning process. An alternative way to view this is to look at the difference between teacher *quality* and teacher *effectiveness*.<sup>8</sup> Teacher quality refers to what a teacher brings to the classroom in terms of his/her preparation and licensure, whereas teacher effectiveness refers to how the teacher facilitates students' learning (e.g., what happens in the classroom).

While subject area expertise is an important element of teacher quality, NCLB does not require teachers to demonstrate pedagogical knowledge, as it is assumed that teacher certification systems administered at the state level are able to ensure that teachers possess a minimum level of teaching ability and subject matter competence appropriate for classroom instruction.<sup>9</sup> It is important to note, however, that teacher preparation programs vary in the emphasis placed on the art of teaching and the amount of student teaching that is required; this means that the pedagogical training teachers receive varies. This implies that teachers who meet minimum levels of pedagogical competence on a state-level certification exam may not be highly qualified to convey the materials to their students.

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<sup>7</sup> For recent discussions on this topic, please refer to Goe (2007) and Goe and Stickler (2008).

<sup>8</sup> See Goe et al. (2008) for a detailed discussion on the difference between teacher quality and teacher effectiveness.

<sup>9</sup> Subject area expertise refers to a teacher's depth of knowledge in the academic fields in which he or she teaches, whereas pedagogical knowledge refers to teachers' understanding of the way that students learn best and the appropriate techniques for teaching to diverse groups of students.

In empirical tests, the correlational relationship between teacher quality and student performance is often mistakenly viewed as causal. Investigations into this relationship often lack the appropriate methods or controls to reach a definitive causal conclusion (Boyd et al., 2007). For example, research that assesses teacher-student relationships must control for *teacher sorting*. Empirically capturing sorting is challenging, as there are many plausible explanations for the differences of teachers across schools. Lankford, Loeb, and Wyckoff (2002) suggest that teacher sorting could be driven by 1) schools seeking out teachers with similar racial and ethnic backgrounds; 2) the level of efficiency of the school district hiring processes; 3) the involvement of parents concerning school district assignment of teachers; and 4) teacher preferences for wages and nonpecuniary job characteristics. As Boyd et al. (2007: 56) explained, obtaining measures for these possible explanations for differences in teacher quality is crucial: “Because more qualified teachers are much more likely to teach students who perform well, researchers must be careful in attributing better student outcomes to the high qualifications of teachers.” However, as stated by Goe and Stickler (2008: 12), “It may be tempting—but would be wrong—to think that this lack of definitive evidence means that typical state requirements (such as credentials, licensure, and certification, whether from a conventional or alternative program) are irrelevant.”

### **3.2.2 Assessing Best Practices in Teacher Effectiveness**

Researchers need not only to differentiate between the various institutional practices (as outlined by Howell and Wolford, 2002), but they must also recognize differences that exist in measuring teacher characteristics and the teacher-student relationship. As suggested by Goe, Bell, and Little (2008), researchers or program evaluators often measure three types of teacher characteristics: *inputs*, *processes*, and *outputs*. *Inputs* are best described as teacher background characteristics and may be operationalized in terms of teacher expectations, experience, pedagogical and subject-area expertise, certification, and advanced degree attainment (Goe et al. 2008). As Goe et al. (2008) acknowledged, *inputs* are recognized in the research as measures of teacher quality and are often in response to the mandated practices as outlined in NCLB. *Processes* are outcomes related to classroom interaction between a teacher and his or her students and may include an evaluation of teacher expectations or collaboration with parents. *Outputs* refer to gains in student performance. *Processes* and *outputs*, therefore, can be thought of as measures of teacher effectiveness.

Many researchers have argued that the current method of assessing teacher effectiveness by student performance or achievement—usually in the form of standardized testing—needs to be revisited (e.g., Fenstermacher and Richardson, 2005; Goe 2007; Goe and Stickler, 2008; Goe et al., 2008). The first concern with using standardized measures to evaluate teacher effectiveness is that it ignores the complexity of the learning process. According to Fenstermacher and Richardson (2005:190), “There is a tendency among some U.S. education theorists to think of learning in terms of a Lockean *tabula rasa* (a blank slate) wherein the teacher simply writes the content to be learned on the blank slate of the mind contained within a passive, receptive student.”

Teaching is obviously more than directing information at a student; it is supporting the student to engage in the learning process. Second, if teachers believe that their worth will be measured according to their students’ standardized test scores, it creates an incentive to “teach to the test.”

Addressing the concern surrounding the use of students’ standardized test scores to measure teacher effectiveness, Goe et al. (2008) developed a more comprehensive

definition of teacher effectiveness based on an extensive review of empirical research and presented below (Goe et al., 2008:8):

- Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures or alternative measures.
- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as need; and evaluate learning using multiple sources of evidence.
- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
- Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

Teacher effectiveness may be measured in the form of classroom observation, principal evaluation, instructional artifacts, portfolios, teacher self-report measures, student surveys, and value-added scores.<sup>10</sup>

To remedy the problems that may arise with student achievement measures of teacher effectiveness, while simultaneously addressing the need for accessible, cost-effective, and quantitative data, many researchers and policy makers have turned to value-added modeling. Although controversial, the use of value-added modeling can be an effective assessment tool to provide additional support to teachers, based on students' needs. The concern surrounding value-added modeling arises when its results are used to rank teachers or make decisions regarding employment based on the results (Goe et al., 2008; RAND, 2004).

Value-added modeling is best defined as "a collection of statistical techniques that uses multiple years of student test score data to estimate the effects of individual schools or teachers" (RAND, 2004:1). Methodologically, value-added modeling attempts to measure student progress, while controlling for prior achievement levels and background factors of the students (RAND, 2004). As outlined by Goe et al. (2008) value-added modeling is based on the assumption that students' prior scores on standardized exams can be used to predict student gains in the following year. Teacher effectiveness is then measured by whether the student met, exceeded, or failed to achieve the predicted score. According to an evaluation of value-added modeling by RAND (2004:2), "VAM (value-added modeling) studies purport to show very large differences in effectiveness among teachers. If these differences can be substantiated and can be causally linked to specific characteristics of teachers, significant improvements to education could be made through selection of effective teachers or through training to improve teacher effectiveness."

The VAM approach, like other statistical modeling, has its share of statistical limitations, which are intensified in the juvenile justice educational setting. For example, the sample classroom sizes are insufficient to have confidence in the results. A large percentage of the juvenile justice educational programs in Florida

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<sup>10</sup> Please refer to Goe et al. (2008) for a lengthy discussion on the strengths and weaknesses of teacher evaluation methods.

have small classes. Moreover, student mobility would also be a problem, as it would result in missing data.

A measure of student-level outcomes for the juvenile justice student population is the Basic Achievement Skills Inventory (BASI). Since use of the BASI in juvenile justice programs was implemented just three years ago, the reporting of scores by programs remains inconsistent. It is anticipated that as BASI reporting improves, JJEEP will be able to incorporate this data in student measure outcomes.

As suggested by Goe (2007), one of the most hopeful avenues for determining teacher effectiveness is through linked student-teacher data. Assessing specific teacher-student relationships not only allows for more sophisticated statistical methods, but also allows researchers to discover what can best be described as the empirically untapped influence that a teacher can have on a student. Although attempts at assessing this influence have emerged from qualitative research, one must keep in mind the lack of generalizability of these studies, as student-teacher relationships may vary across contexts.

Although JJEEP will continue measuring teacher quality, as guided by NCLB research efforts have begun to consider teacher effectiveness among teachers in the juvenile justice educational system. This is evidenced by a pilot teacher survey distributed to juvenile justice programs in the summer of 2009. The unique access that JJEEP staff have to juvenile justice teachers allows them to identify substantive characteristics of teacher preparation, expectations, and classroom management used by the most highly qualified and effective teachers.

### **3.3 Changes in Teacher Quality Standards**

This section provides an overview of changes in the educational quality assurance (QA) standards based on legislative requirements and juvenile justice practitioner input. Teacher qualifications and the requirements from 1998 to 2001 were predominantly guided by state dropout prevention policies. Since that time, Florida has applied the Highly Qualified Teacher (HQT) requirements in the NCLB Act of 2001 to all core academic teachers in juvenile justice educational programs. Specifically, juvenile justice programs are required to hire core academic teachers who have professional or temporary teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification. Programs whose teachers are not certified in the subjects they teach receive lower QA scores.

Teachers in noncore academic areas may be approved to teach per their local school board policy, based on documented expert knowledge and skill. This allows the school district to use skilled labor professionals such as builders, painters, masons, and mechanics, etc. to teach at-risk youths valuable trades. In the 2007-2008 review cycle, no changes occurred regarding teacher certification requirements, but the required ongoing professional development opportunities encouraged the teachers to strive for HQT status.

In 2007-2008, the professional development indicator was guided by the A++ legislation that required teachers to develop professional development plans that incorporated school improvement plan (SIP) initiatives. Additionally, a requirement was added to have school administrators document the strategies in place to recruit and retain highly qualified instructional personnel. QA standards stress the importance of juvenile justice teachers' participation in professional development from a variety of sources and that includes training in their respective teaching areas and in instructional strategies for working with at-risk youths.

The 2008-2009 QA standards required teachers to receive more in-depth and relevant professional development training to meet the more rigorous demands of the curriculum. Teachers are required to receive annual professional development training throughout the year that is based on SIP initiatives, continuing education courses based on the educational program needs, assigned instructional areas, annual teacher evaluations, and/or QA review findings. Additionally, teachers who are new to the education profession must participate in the school district beginning teacher program. These requirements are detailed in the 2008-2009 Educational QA Standards under Educational Standard Three: Educational Resources.

### 3.4 Recent QA Data and Trends in Teacher Qualifications

This section presents the demographic and educational characteristics of teachers within Florida’s juvenile justice education system. Characteristics of juvenile justice teachers were pulled from the teacher certification data that JJEEP reviewers collected during the 2008–2009 QA reviews of 148 juvenile justice programs. The analysis summarizes the gender, age, and ethno-racial identity demographics, educational backgrounds, levels of certification, middle-grades integrated curriculum certification changes, in-field and out-of-field teaching rates, and teaching experiences. When possible, the characteristics of juvenile justice teachers are compared to characteristics of Florida public school teachers. The Florida public school teacher data reflects teacher characteristics for the 2008-2009 school year, compiled by the Education Information and Accountability Services (EIAS) at the Florida Department of Education (DOE).

Table 3.4-1 reports the distribution of juvenile justice teachers who teach at least one course by gender and age.

**Table 3.4-1. Florida Juvenile Justice Teachers by Gender and Age, 2008–2009**

Age	Male		Female		Total	
	N	%	N	%	N	%
19–30	48	36%	84	64%	132	18%
31–40	79	49%	82	51%	161	22%
41–50	67	47%	77	54%	144	19%
51–60	111	49%	115	51%	226	30%
61 and over	48	56%	38	44%	86	12%
<b>Total</b>	<b>353</b>	<b>47%</b>	<b>396</b>	<b>53%</b>	<b>749</b>	<b>100%</b>

**Note:** Total may exceed 100% due to rounding.

The breakdown of the teachers by age shows that female educators in Florida juvenile justice schools represent a higher percentage of the teaching population, but only slightly. Females accounted for 53% of the teachers during the 2008–2009 QA review cycle. Gender differences, however, are more apparent for public school teachers. According to the EIAS (2009), 63% of secondary teachers in Florida are females.

The data collected on juvenile justice teachers’ ages indicate that 30% are 51-60; 22% are 31-40, 19% are 41-50, and 18% are 19-30 years old. Teachers 61 and older comprise the smallest age group, accounting for only 12% of the population.

The distribution between males and females by age and gender indicates that gender is more equalized for teachers who are 31 and older. The greatest disparities between genders are in the youngest age group, where younger teachers (64%) are predominately female; this trend has appeared over the last few years. Furthermore, during the 2008-2009 review cycle, the oldest age group (i.e., 61 and over) is the only category in which the number of male teachers is greater than the number of female teachers.

Table 3.4-2 reports the distribution of juvenile justice teachers who teach at least one course by gender and ethno-racial identity.

**Table 3.4-2. Florida Juvenile Justice Teachers by Gender and Ethno-Racial Identity, 2008–2009**

Ethno-racial identity	Male		Female		Total	
	N	%	N	%	N	%
White Non-Hispanic	241	49%	252	51%	493	65%
Black Non-Hispanic	82	44%	106	56%	188	25%
Hispanic	19	40%	28	60%	47	6%
Other	15	43%	20	57%	35	5%
<b>Total</b>	<b>357</b>	<b>47%</b>	<b>406</b>	<b>53%</b>	<b>763</b>	<b>100%</b>

**Note:** Total may exceed 100% due to rounding.

The majority (65%) of teachers in juvenile justice programs are White Non-Hispanic and are fairly evenly distributed by gender. African Americans account for 25% of the teacher population and have a higher percentage (56%) of females. Similar patterns regarding ethno-racial identity are reported by the EIAS (2009). Secondary teachers in Florida public schools are predominately (76%) White Non-Hispanic.

An important requirement of NCLB specifies that teachers must be certified or licensed by the state in which they teach. Teachers may obtain a professional certification, a temporary certification, a statement of eligibility, or pursue an alternative means of obtaining certification. Table 3.4-3 presents the types of certifications held by teachers in Florida juvenile justice education programs and the certification breakdown from 2001 to 2009. The results exclude those who teach only career, technology, or General Educational Development (GED) preparation courses. Teachers (who are often the lead educators) who did not formally teach any classes were included in this analysis in an effort to maintain consistency across years.



**Table 3.4-3. Florida Juvenile Justice Trends by Level of Certification, 2001 to 2008–2009**

Year	Professional		Temporary		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%	72	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
2006	60%	443	24%	181	7%	51	1%	9	8%	59	100%	743
2007-08	66%	489	24%	182	5%	37	1%	4	4%	32	100%	744
2008–09	71%	581	20%	161	4%	32	2%	13	4%	37	101%	824

Note: Total may exceed 100% due to rounding.

The number of teachers (including lead educators) who have professional certification has increased by more than 15% since 2001. This is an encouraging trend, in terms of NCLB, because the percentage of professionally certified teachers had been declining since 2004. The number of non-certified teachers remained relatively the same as the previous year, showing great improvement compared to 2006.

Generally, the certification levels of the lead teachers and other educational administrators who do not have teaching responsibilities tend to be higher than the classroom teachers: professional certification for non-teaching faculty was 83% percent compared to 69% for classroom teachers. Table 3.4-4 presents types of certification data of juvenile justice teachers who taught at least one class during the 2008–2009 school year, excluding those who teach only career, technology, or GED preparation courses.

**Table 3.4-4. Florida Juvenile Justice Trends by Level of Certification for Teaching and Non-Teaching Faculty, 2008–2009**

	Professional		Temporary		Statement of Eligibility		School District Approved		Non-Certified		Total	
	%	N	%	N	%	N	%	N	%	N	%	N
<b>Formally Teaching</b>	69%	501	21%	155	4%	32	2%	14	4%	25	100%	727
<b>Not Formally Teaching</b>	83%	80	6%	6	0%	0	0%	0	11%	11	100%	97

To be considered in-field, teachers must be certified in all of the core subject areas they teach. Table 3.4-5 displays the breakdown of teacher certifications by academic field (math, English, social science, and/or science) from 2001 to 2009 and shows the number of teachers who taught courses outside their certification areas.

Data presented in Table 3.4-5 indicate that, compared to previous years, the majority of juvenile justice teachers of core academic courses have certification in the areas that they teach. In all five academic fields (including reading), rates of teachers' in-field certifications have increased this past year. In 2008-2009, 63% of math teachers, 65% of English teachers, 71% of social science teachers, 66% of science teachers, and 34% of reading teachers were certified in their instructional assignment areas.

**Table 3.4-5. Certified In-Field and Out-of-Field Teachers in Florida's Juvenile Justice Programs, 2001 to 2008-2009**

Teachers	2001	2002	2003	2004	2005	2006	2007-2008	2008 - 2009
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
<b>Math Teachers</b>								
Certified	11% (34)	12% (41)	14% (44)	21% (66)	28% (70)	29% (79)	54% (114)	63% (134)
Not certified	89% (274)	88% (299)	86% (261)	79% (252)	72% (181)	71% (198)	46% (97)	37% (79)
<b>Total</b>	<b>100%</b> <b>(308)</b>	<b>100%</b> <b>(340)</b>	<b>100%</b> <b>(305)</b>	<b>100%</b> <b>(318)</b>	<b>100%</b> <b>(251)</b>	<b>100%</b> <b>(277)</b>	<b>100%</b> <b>(211)</b>	<b>100%</b> <b>(213)</b>
<b>English Teachers</b>								
Certified	19% (65)	21% (85)	22% (74)	31% (118)	38% (118)	35% (136)	57% (118)	65% (144)
Not certified	81% (282)	79% (319)	78% (268)	69% (265)	62% (196)	65% (248)	43% (88)	35% (78)
<b>Total</b>	<b>100%</b> <b>(347)</b>	<b>100%</b> <b>(404)</b>	<b>100%</b> <b>(342)</b>	<b>100%</b> <b>(383)</b>	<b>100%</b> <b>(314)</b>	<b>100%</b> <b>(384)</b>	<b>100%</b> <b>(206)</b>	<b>100%</b> <b>(222)</b>
<b>Social Science Teachers</b>								
Certified	28% (81)	20% (71)	32% (88)	37% (108)	40% (89)	46% (116)	60% (109)	71% (133)
Not certified	72% (207)	80% (283)	68% (185)	63% (186)	60% (132)	54% (136)	40% (74)	29% (55)
<b>Total</b>	<b>100%</b> <b>(288)</b>	<b>100%</b> <b>(354)</b>	<b>100%</b> <b>(273)</b>	<b>100%</b> <b>(294)</b>	<b>100%</b> <b>(221)</b>	<b>100%</b> <b>(252)</b>	<b>100%</b> <b>(183)</b>	<b>100%</b> <b>(188)</b>
<b>Science Teachers</b>								
Certified	14% (36)	15% (40)	17% (43)	23% (65)	31% (63)	31% (68)	58% (106)	66% (130)
Not certified	86% (227)	85% (224)	83% (208)	77% (218)	69% (141)	69% (153)	42% (78)	34% (68)
<b>Total</b>	<b>100%</b> <b>(263)</b>	<b>100%</b> <b>(264)</b>	<b>100%</b> <b>(251)</b>	<b>100%</b> <b>(283)</b>	<b>100%</b> <b>(204)</b>	<b>100%</b> <b>(221)</b>	<b>100%</b> <b>(184)</b>	<b>100%</b> <b>(198)</b>
<b>Reading</b>								
Certified	N/A	N/A	N/A	N/A	N/A	N/A	26% (59)	34% (86)
Not certified	N/A	N/A	N/A	N/A	N/A	N/A	74% (165)	63% (144)
<b>Total</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>100%</b> <b>(224)</b>	<b>100%</b> <b>(230)</b>

Note: In the 2007-2008 JJEEP Annual Report, the numbers for reading certification were reversed. The correct numbers for the 2007-2008 and 2008-2009 report are presented in the above table.

The table on the previous page shows that the number of in-field teachers vs. out-of-field teachers in math, English, social science, and science changed substantially during the 2007-2008 review cycle, when teachers had the opportunity to obtain a middle grades integrated curriculum certification. This teaching certification qualifies one to teach 62 middle school courses and 70 high school courses in multiple subject areas and meets the HQT teacher requirements of NCLB.

An additional measure of teacher accreditation is teachers' education, training, and specialization. Table 3.4-6 presents the educational degrees of teachers in the four core academic areas. In three of the four core academic areas, the majority of teachers have general education degrees but not education degrees in the content area they teach: 47% of the math teachers, 43% of the English teachers, and 35% of the science teachers. Teachers of social science have the fewest degrees other than social science or education. Of the 189 social science teachers, 75% have degrees in social sciences, education, or both areas.

One of the most significant findings regarding teacher quality is related to teacher accreditation. This was the first year that all teachers in Florida's juvenile justice schools have college degrees in one of the four core subjects, demonstrating teachers' response to more stringent requirements and their commitment to providing high quality educational services.

**Table 3.4-6. Florida Juvenile Justice Teachers' Degree(s) by Academic Field**

	Percent	Number
<b>Math Teachers</b>		
Math Degree(s)	6%	12
Education Degree(s)	47%	100
Math and Education Degrees	0%	1
Other Degree(s)	47%	100
No Degree	0%	0
<b>Total</b>	<b>100%</b>	<b>212</b>
<b>English Teachers</b>		
English Degree(s)	16%	36
Education Degree(s)	43%	96
English and Education Degrees	7%	16
Other Degree(s)	33%	74
No Degree	0%	0
<b>Total</b>	<b>99%</b>	<b>222</b>
<b>Social Science Teachers</b>		
Social Science Degree(s)	34%	64
Education Degree(s)	33%	62
Social Science and Education Degrees	8%	16
Other Degree(s)	25%	47
No Degree	0%	0
<b>Total</b>	<b>100%</b>	<b>189</b>
<b>Science Teachers</b>		
Science Degree(s)	19%	37
Education Degree(s)	35%	69
Science and Education Degrees	3%	5
Other Degree(s)	44%	87
No Degree	0%	0
<b>Total</b>	<b>101%</b>	<b>198</b>

Note: Total may not equal 100% due to rounding.

**Table 3.4-7. Type and Level of Degrees Among Florida Juvenile Justice Teachers Who Formally Teach at Least One Class**

Degree Type	Bachelor's		Master's		Advanced Master's		Ed.D./Ph.D.	
	%	N	%	N	%	N	%	N
Education Degree	30%	221	42%	101	77%	10	33%	4
Other Degree	70%	520	58%	139	23%	3	67%	8
<b>Total</b>	<b>100%</b>	<b>741</b>	<b>100%</b>	<b>240</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>12</b>

One may also examine teachers' educational backgrounds related to their educational attainment and specialization. Table 3.4-7 reports the degree(s) held by juvenile justice educators who teach at least one course and have earned at least a bachelor's degree. In this table, "Other Degree" refers to a bachelor's degree in a subject area (e.g., English or math, etc.) that does not include teacher education course work. Of the 741 juvenile justice teachers who have bachelor's degrees, 34% also have master's or advanced master's degrees; roughly 2% have obtained doctoral degrees. In comparison, the EIAS (2009) shows that 60% of Florida's public school teachers have bachelor's degrees, 36% have master's degrees, 3% have specialist degrees, and approximately 1% have doctoral degrees.

The majority (70%) of Florida's juvenile justice teachers have bachelor's degrees in subject areas other than education, and 58% percent earned master's degrees in areas other than education. Furthermore, doctoral degrees are also more prevalent (67%) in fields other than education.

**Table 3.4-8. Teaching Experience of Florida Juvenile Justice Teachers**

Years in Teaching Profession	Number of Teachers	Percent
Less than 5	294	39%
5-10	181	24%
11-20	153	20%
More than 21	132	17%
<b>Total</b>	<b>760</b>	<b>100%</b>

Teaching experience is particularly important to students' academic success (Darling-Hammond, 1999). Table 3.4-8 presents juvenile justice teachers' length of tenure in the profession. Among the population of 760 juvenile justice educators, 39% have fewer than five years professional teaching experience. Almost half (44%) have 5 to 20 years experience as a teacher. These findings indicate little change in the teaching experience of juvenile justice educators compared to findings reported in the 2007-2008 JJEEP Annual Report. However, the amount of teaching experience is showing some improvement. For example, in 2007-2008, approximately 17% of the teachers reported teaching for 5 to 10 years; in 2008-2009, 24% reported teaching for 5 to 10 years.

Florida juvenile justice teachers, on average, have fewer years (10.60) of teaching experience compared to non-juvenile justice teachers in the state. According to EIAS (2009), Florida's non-juvenile justice teachers average 12.13 years of teaching experience. The average number of years of experience includes both public and private teaching experience from within and outside the state.

**Table 3.4-9. Years Teaching in the Same Florida Juvenile Justice Program**

Years Teaching in Same Program	Number of Teachers	Percentage
Less than 1	28	4%
1–5	541	71%
6–10	122	16%
11–20	63	8%
More than 21	9	1%
<b>Total</b>	<b>763</b>	<b>100%</b>

Table 3.4-9 presents teachers’ tenure in the same juvenile justice education program. As noted in Table 3.4-9, 4% have taught in the same juvenile justice program less than one year. The vast majority (71%) have taught in the same juvenile justice program for 1 to 5 years. However, these results should be interpreted with caution, given that many juvenile justice education programs have been in existence for a relatively short period of time compared to all Florida schools.

### 3.5 Teacher Research Questionnaire

JJEEP staff developed a questionnaire to gather information regarding teachers’ perceptions about working with juvenile justice youths, their levels of preparedness to address the needs of this specialized population, and their perceptions about their students. JJEEP incorporated this questionnaire into the 2009-2010 QA self-reporting process. Completion of the questionnaire was voluntary. Teachers and lead educators at the DJJ programs were asked to complete the questionnaire and return it to JJEEP via e-mail. The response rate was approximately 55%. This questionnaire was designed for research purposes only and was not part of the programs’ QA reviews. The responses are confidential, and the data is reported only at the aggregate level.

#### 3.5-1 Classroom Management

The first question on the teacher research questionnaire relates to classroom management: “Which of the following best describes the classroom management approach you use?” The respondents were asked to select one of the following techniques that describe their programs’ approaches:

##### A) Preventative Planning Techniques

I frequently ask myself, “How can I prevent a problem from occurring?” During a lesson, I am constantly moving around the classroom to prevent inappropriate behavior. I try to lead by example and consistently provide positive attention to my students. Students in my classroom are aware of the rules and are given praise for obeying them.

##### B) Anticipatory Response Techniques

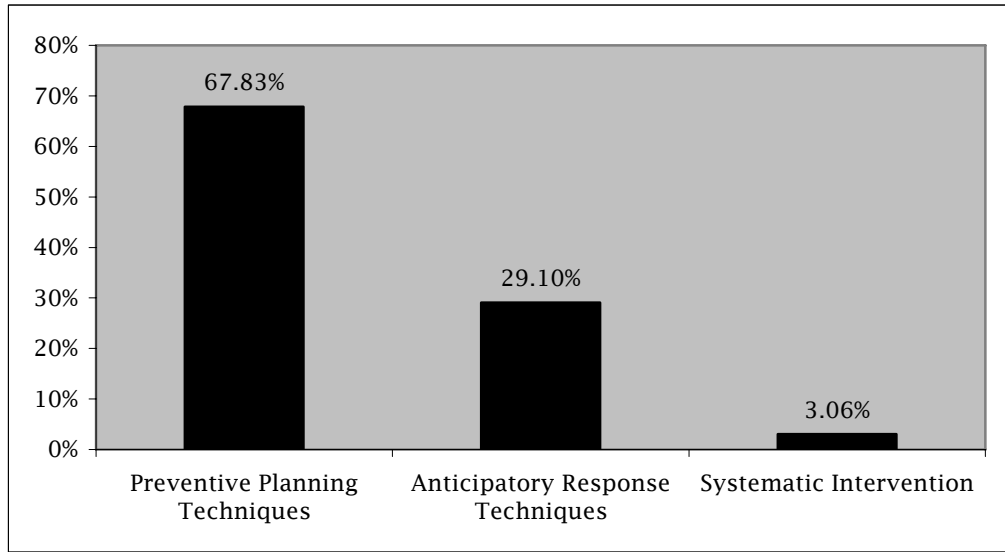
I describe myself as a teacher who has eyes in the back of my head. I stop problems before they start. I am always on the lookout for inappropriate behavior. To

redirect student focus, I will sometimes pause during my lesson. Other times, I will try to make eye contact with the student to let them know that I have noticed that they need to stop their inappropriate behavior. When I see students misbehaving, I will often call on them to read a paragraph from the book or answer a question.

**C) Systematic Intervention**

I will hold a student accountable for acting out in class. Often times I will use verbal reprimands to scold the student. If that does not work, I will send the student outside of the classroom or I will keep him/her from engaging in a fun activity as a punishment.

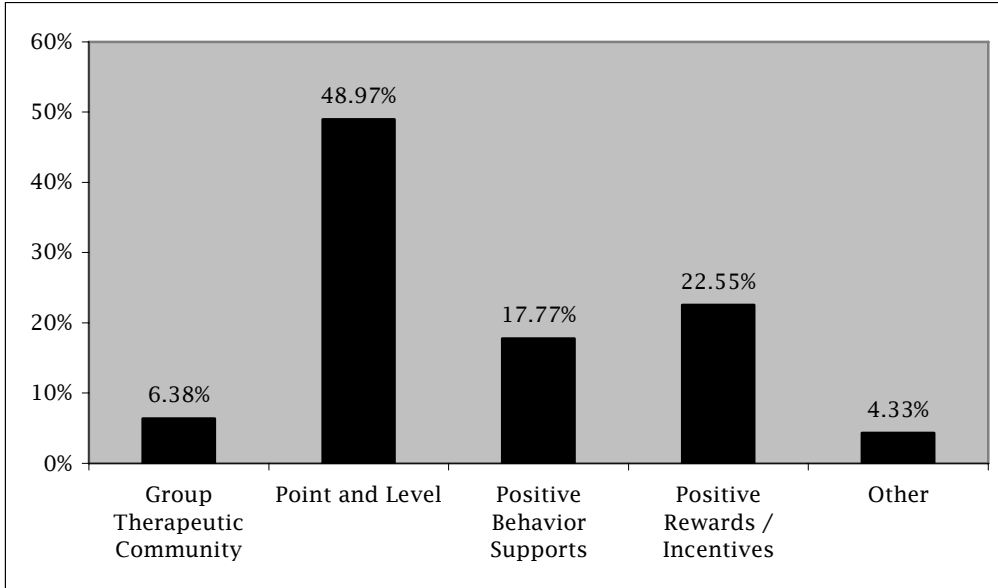
Figure 3.5-1 presents the percentages of the preferred classroom management approach selected by juvenile justice teachers (N=457). Preventive planning techniques was the most frequently selected style of classroom management by 67.83% of juvenile justice teachers. Slightly more than one fourth (29.10%) chose Anticipatory Response Techniques, and 3.06% selected Systematic Intervention.



**Figure 3.5-1. Classroom Management Approach.**

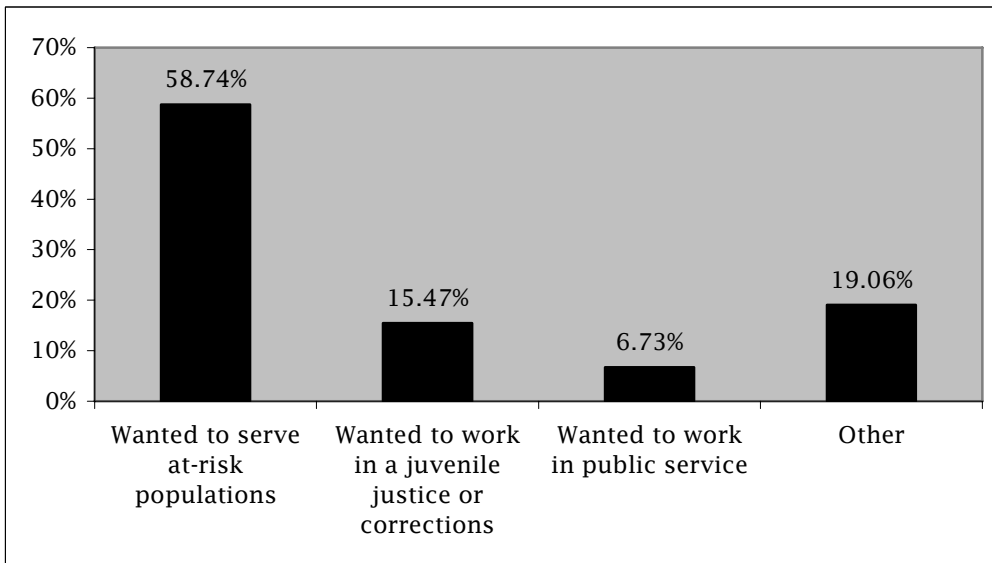
The second question, related to classroom management, asked teachers to indicate the behavior management approach or system utilized in their programs: Group Therapeutic Community, Point and Level, Positive Behavior Supports, Positive Rewards/Incentives, and Other.

Figure 3.5-2 presents the percentages of the behavioral management approach or system used (N=439). Almost half (48.97%) of the teachers indicated that their programs use the Point and Level approach. Approximately 23% favor the Positive Rewards/Incentives approach, and about 18% use Positive Behavior Supports. Slightly more than 6% (6.38%) reported that the Group Therapeutic Community Approach is implemented in their programs.



**Figure 3.5-2. Behavioral Management Approach or System Utilized in Programs.**

Augmenting teacher history and experience data collected during the 2008-2009 QA review cycle, the questionnaire asked: “Which factors influenced your decision to enter the field of juvenile justice education most?” Figure 3.5-3 presents the percentages of the most important factors that influenced teachers to enter juvenile justice education (N=446). More than half (58.74%) of the teachers want to serve at-risk populations, 15.47% want to work in the field of juvenile justice or corrections, and 6.73% want to work in public service. Approximately 19% indicated other reasons that influenced their decision to enter the field of juvenile justice education.



**Figure 3.5-3. Most Important Factor That Influenced a Teacher’s Decision to Enter the Field of Juvenile Justice Education.**



### 3.5-2 Teacher Preparedness

The teacher questionnaire also examined the perceptions of effectiveness of teacher preparation resources. More than half of the teachers who responded reported being “very well prepared” or “well prepared” regarding a number of teaching and classroom management issues, such as promoting active learning, understanding the cognitive development of students, learning disabilities, structure, and discipline. The teachers feel least prepared to work with English language learners; 23% responded that they are “not sufficiently prepared” to effectively work with this population. Overall, results suggest that most juvenile justice teachers believe that they received adequate preparation for working with at-risk youths.

Several items in the questionnaire examined teachers’ expectations of their students. The seminal finding reported in Rosenthal and Jacobson’s 1968 book, *Pygmalion in the Classroom*, was “When teachers expect students to do well and show intellectual growth, they do; when teachers do not have such expectations, performance and growth are not so encouraged and may, in fact, be discouraged in a variety of ways.” Teachers in juvenile justice programs work with students who have a diverse set of educational and behavioral needs and often carry the social stigma of their behavior. Utilizing Rosenthal and Jacobson’s work, teachers were asked a series of questions about their perceptions and expectations of youths in their programs. Overall, roughly 80% “strongly agreed” or “agreed” that youths in their programs have the ability to achieve academically and continue to be academically successful upon leaving the programs.

JJEEP plans to gather data via this questionnaire each year to gain a better understanding of the teachers’ perceptions and needs and to discover ways to best serve juvenile justice students.

### 3.6 Summary Discussion

This chapter summarizes the findings regarding teacher qualifications from 2000 to 2009 and the recent QA results and trends in teacher qualifications. Similar to the 2007-2008 annual reports, the juvenile justice teacher data were compared to a sample of Florida public school teachers to create a more comprehensive profile of juvenile justice teachers.

The above analyses summarized demographics (i.e., gender, age, and ethno-racial identity), educational background, levels of certification, middle-grades integrated curriculum certification changes, in-field and out-of-field teaching rates, and teaching experiences of Florida’s juvenile justice teachers. Over the years, JJEEP educators have continued to improve in areas of teacher qualifications and professional development. The most relevant findings are summarized in the following paragraphs.

Female educators represent a higher percentage (53%) of the juvenile justice teacher population. In addition, the teachers are predominately White Non-Hispanic (65% percent). However, this teacher population is slightly more diverse ethno-racially with 36% Non-White, when compared to the national sample (26%) of public school teachers.

The majority of those teaching core academic courses (i.e., math, English, social science, and science) are certified in the subjects they teach. In these fields and in reading, teachers’ in-field teaching improved from 2007-2008 to 2008-2009, when 63% of the math teachers, 65% of the English teachers, 71% of the social science

teachers, 66% of the science teachers, and 34% of the reading teachers were certified in the courses they taught.

One of the most significant findings regarding teacher quality relates to teacher accreditation. This year was the first year Florida juvenile justice schools did not have one teacher who did not have a college degree in a core subject area. This finding demonstrates commitment to providing high quality educational services.

With established empirical relationships between education and delinquency prevention, the appropriate staffing of juvenile justice schools and the retention of highly quality teachers should be of great concern for policymakers. As data permits, JJEEP will continue to evaluate the quality of professional development training and recruitment/retention strategies. Hiring highly qualified teachers is a best practice for any educational institution, but JJEEP is committed to collecting data on juvenile justice teachers and expanding its knowledge to enhance teacher qualities and student achievement and to inform public policy.

During the 2009-2010 QA review cycle, teacher qualification data will be slightly expanded to include a few more variables that may facilitate more sophisticated analysis of teacher quality and trends.



## **Chapter 4**

# **Curriculum and Instruction**

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### **4.1 Introduction**

This chapter provides QA results and trends related to curriculum and instruction and a comparison of the 2007-2008 and 2008-2009 QA standards for curriculum and instruction. In addition, the chapter summarizes recent studies that examine the relationship among delinquency, reading, educational disabilities, and credit recovery programs.

Section 4.2 describes and explains changes in the QA curriculum and instruction standards for the 2007-2008 to 2008-2009 review cycles. Section 4.3 provides recent QA data and discusses trends in the areas of curriculum and instruction. Section 4.4 summarizes recent studies examining the relationship between education and delinquency. A summary discussion of the chapter is provided in Section 4.5.

### **4.2 Changes in QA Curriculum and Instruction Standards**

JJEEP hosts a statewide conference and various regional meetings annually to solicit input from school districts and providers for annual revision of the QA standards. In addition, major educational policy changes are regularly incorporated into the standards.

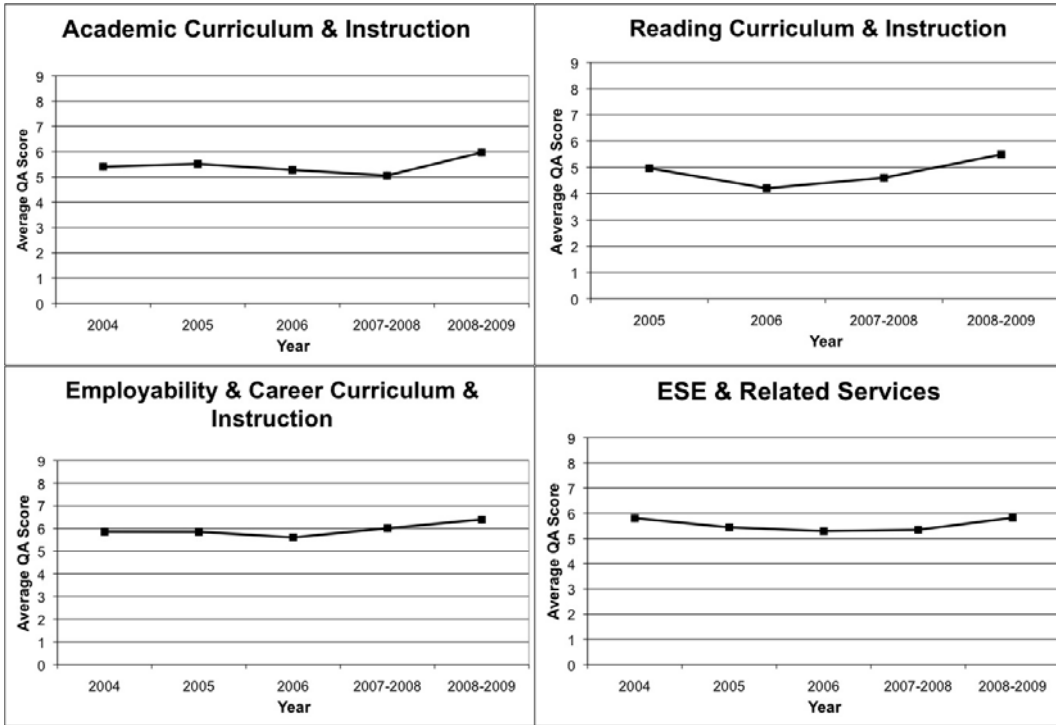
Benchmarks in the Curriculum and Instruction indicator address core academic curriculum (English, math, social studies, and science), career/technical curriculum, reading, and exceptional student education (ESE) services. Although the QA standards are revised annually, the specific requirements for curriculum and instruction underwent minimal revisions between the 2007-2008 and the 2008-2009 review cycles. The changes that did occur related to reading and career/technical instruction.

The reading requirements were expanded to ensure that programs provide more than one period of intensive reading instruction to disfluent students, as outlined in school district comprehensive reading plans. In addition, Florida Comprehensive Assessment Test (FCAT) results were emphasized for primary performance assessment to determine students' placement in intensive reading programs; requirements for progress monitoring were specified and rated in a separate benchmark. A new benchmark was added to the Employability and Career Curriculum and Instruction indicator that requires programs to provide career awareness instruction to 7th and 8th grade students as a requisite for promotion to high school.

### **4.3 Recent QA Data and Trends in Curriculum and Instruction**

Figure 4.3-1 presents the changes in average QA scores for the four indicators that relate to curriculum and instruction. Scores for juvenile justice detention center programs were excluded from this analysis because of significant differences in the

indicator methodology applied to residential and day treatment programs. In 2004, changes in the QA review processes and standards (i.e., the abbreviated exemplary review protocol) resulted in every juvenile justice program receiving a full review. Thus, data presented in Figure 4.3-1 begins with the 2004 indicator scores, except for those for the Reading Curriculum and Instruction indicator, that was not added to the standards until 2005.



**Figure 4.3-1. Average QA Scores for Four Curriculum and Instruction Indicators, 2004 to 2008-2009.**

Trends in these indicators from 2004 to 2009 show an overall stability in average QA scores, despite substantial increases in the requirements. Indeed, it is interesting that QA scores have not substantially *decreased*, given the increased requirements placed on programs. Several factors that may contribute to the year-to-year consistency of QA scores in curriculum and instruction are program attrition, whereby lower-performing programs close, or reviewer bias. However, given the specificity and empirical methodology for calculating QA scores and multiple reviews of each program's evaluation, reviewer bias seems to be an unlikely explanation of the stability of QA scores from 2004 to 2009. The stability of scores over a period of time, marked with increased demands on programs, seems best explained by overall program improvement. In other words, programs have responded positively to the "raising of the bar" by meeting the expectations of the DOE.

Figure 4.3-2 presents the ratings for the four indicators related to curriculum and instruction during the 2008-2009 QA review cycle. Overall, programs performed the best in the Employability and Career Curriculum and Instruction indicator, whereas programs received the overall lowest ratings for ESE and Related Services. These results are consistent with the trends for the Employability and Career Curriculum and Instruction indicator presented in Figure 4.3-1. To compare programs' individual indicator scores with the state average ratings, see Appendix A.

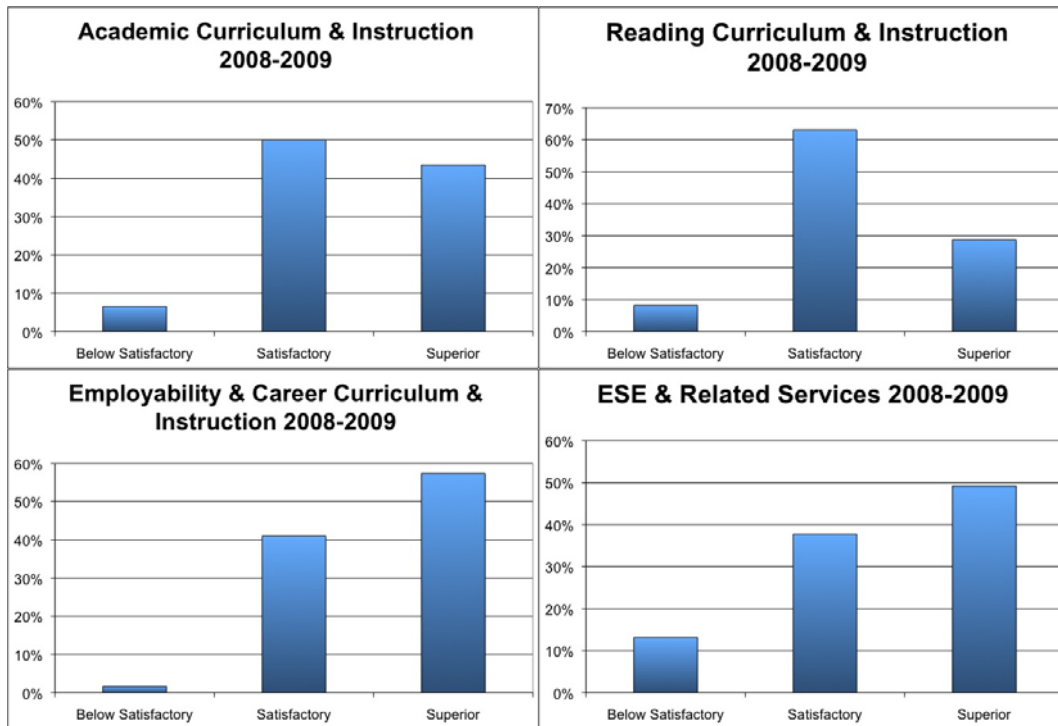


Figure 4.3-2. Rating Scale for Four Curriculum and Instruction Indicators, 2008-2009.

#### 4.4 Review of the Literature

The link between academic achievement and criminal behavior is one of the most robust and long established relationships in the study of juvenile delinquency. Indeed, in the landmark study of delinquent youths in Boston during the great depression era, the Gluecks' (1940) found that 85% of delinquent youths were functioning at a lower academic level than their non-delinquent peers. Moreover, some evidence suggests that academic performance and seriousness of delinquent acts are highly correlated, whereby the most serious offenses are committed by youths with the most severe academic deficits (Beebe and Mueller, 1993). Empirical research indicates that the implementation of quality academic interventions—particularly in reading—can effectively reduce rates of both juvenile delinquency and recidivism (Katsiyannis, Ryan, Zhang, and Spann, 2008). However, the links between juvenile delinquency and academic achievement are often complicated and reciprocal (Crosnoe, 2006). For example, poor school attendance may contribute to delinquency; likewise, other delinquent behaviors may in turn cause school truancy.

The following section provides a brief overview of the current research on classroom instruction and curriculum in the context of juvenile justice programs. Three areas are given particular attention: 1) reading instruction, 2) youths in the criminal justice system who have disabilities, and 3) online learning and credit recovery.

##### 4.4.1 Reading Instruction

While delinquent youths tend to perform more poorly than their peers across academic subject areas (Meltzer, Levine, Karniski, Palfrey, and Clarke, 1984), reading seems to have the strongest association with delinquency (Katsiyannis et al., 2008).

Youths who have reading deficiencies are disproportionately represented in correctional institutions. Moreover, Christle and Yell (2008) have referred to the juvenile justice system as “the default system” for many youths who have reading problems. Roger-Adkinson, Melloy, Stuart, Fletcher, and Rinaldi (2008) posit that one way to reduce crime and recidivism is to provide quality educational services with a strong emphasis on literacy to incarcerated youths. However, the causal ordering between reading deficiencies and delinquency may be complicated.

Some research suggests that reading problems lead youths to delinquency, although this does not mean that the two conditions co-vary. Indeed, low reading ability may increase delinquency, but increased gains in reading ability after a youth becomes delinquent may not reverse the propensity of the youth to re-offend. In an examination of youths released from the Florida residential programs, Blomberg, Bales, and Waid (2009) found that increased educational achievement while incarcerated resulted in increased odds of students’ return to school post release. Furthermore, Blomberg and colleagues found that returning to school after release decreased rates of recidivism; their research, however, did not focus on reading gains in particular.

Other researchers have argued that behavioral disorders and delinquent acts impede youths’ ability to participate in the classroom learning environment and, thus, cause reading problems. The relationship between reading deficiencies and behavior problems may be reciprocal, whereby each contributes to the advancement of the other. Moreover, some researchers have suggested a spurious relationship, whereby other factors, such as early language difficulties (Gellert & Elbro, 1999), may cause both conditions. Finally, other researchers argue for a unified approach that treats both reading deficiencies and delinquent behavior as comorbid conditions that contribute to students’ lack of academic success and social integration (Krezmien and Mulcahy, 2008).

While there is general consensus regarding the overall link between reading deficiencies and juvenile delinquency, it is less clear how to address these deficiencies, particularly within the context of juvenile justice education. Harris, Baltodano, Artiles, and Rutherford (2006) note, “The small body of literature dealing with incarcerated youths is primarily comprised of studies that identify academic deficiencies rather than programming that may strengthen reading skills in this population.” Indeed, Krezmien and Mulcahy (2008) have referred to this phenomenon as “the systemic failure to examine research-based reading interventions among incarcerated youths.”

Six key studies that examine the impact of reading intervention on incarcerated youths include those by Allen-DeBoer, Malmgren, and Glass, 2006; Brier, 1994; Coulter, 2004; Drakeford, 2002; Houchins, Jolivette, Krezmien, and Baltodano, 2008; Malmgren and Leone, 2000. Allen-DeBoer and Colleagues (2006) examined the impact of “corrective reading,” focusing on decoding problems of incarcerated youths. Students were given direct, one-on-one instruction for 30 minutes, five days a week, over a nine-week period. After initial instruction, students in the treatment group improved their oral reading fluency, grade level reading rate, reading accuracy, and comprehension. Similarly, Coulter (2004) examined the impact of a short-term, one-to-one tutoring program for 12 incarcerated youths and found that after one month of treatment, students made significant gains in oral reading accuracy and grade-level performance.

Drakeford (2002) found that providing intense and focused direct instruction to incarcerated youths increased overall reading ability over a period of eight weeks. The direct instruction model emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and

prescribed teaching tasks. Direct instruction emphasizes learning sight words (words that are known so well that they can be read instantaneously), reading aloud, and improving comprehension skills (Rogers-Adkinson et al., 2008). Moreover, in an examination of reading programs for incarcerated youths in three states, Houchins and Colleagues (2008) found that student-to-teacher ratio has a significant impact on student gains in reading. Just Read, Florida! requires direct instruction in reading, as do DOE's educational QA standards. As seen in Table 2.4.3 (in Chapter 2), 90% of residential programs and 88% of day treatment programs reviewed during the 2008-2009 QA cycle passed the critical benchmark requiring explicit reading instruction to address individual students' needs.

Brier's (1994) study examined the impact of direct instruction (in combination with psychosocial and vocational treatment) on recidivism. Students were given direct instruction for 90 minutes, two times per week. In the 24-month treatment program, 73 subjects who had completed the treatment condition were compared with 85 subjects who dropped out of the program and 34 untreated subjects. The study found that subjects who had completed the project were found to have a significantly lower recidivism rate (12%) relative to non-completers (40%) and to subjects in the matched group (38%).

Malmgren and Leone (2000), examined a short-term reading program in which instruction was provided to 45 incarcerated youths for 2 hours and 50 minutes per day, five days per week. Instruction focused on the combination of decoding problems and whole language instruction. Pre/post test data indicated that the sample made significant gains in their reading rates and accuracy; however, students did not improve overall in comprehension.

Culture is often considered in the design of educational programs; however, in the context of special education and incarcerated youths, ethnic minorities and other marginalized groups are underrepresented in curriculum design (Harris et. al., 2006). For example, several JJEEP reviewers reported that during interviews, students indicated a desire for greater access to reading materials, such as the Bluford Series—a collection of novellas for youths set in contemporary urban America that are written on 5th and 6th grade reading levels. Coulter (2002) found that the use of high-interest novels and direct instruction leads to increases in reading rates and accuracy, oral reading test scores, and reading performance among adjudicated youths. Integrating the experiences of culturally and linguistically diverse students into classroom instruction may hold particular importance in correctional settings.

Taken together, the studies discussed above suggest incarcerated youths could benefit from direct instruction in small groups or one-on-one instruction with a focus on reading aloud, reading decoding, and site word recognition. Additionally, these studies suggest a beneficial impact for even short-term instruction (less than eight weeks) on reading gains for incarcerated youths. These results should be interpreted with some caution in generalizing to all incarcerated youths, given the limited number of studies and small sample sizes.

#### **4.4.2 Youths with Disabilities**

The association between youths with disabilities and delinquency has been an area of heated debate. As discussed in the section below, there is ample evidence to suggest that youths who have disabilities are over represented in juvenile facilities, but there is little explanation as to why this disproportionate representation occurs. One of the underlying difficulties in research on disabilities and delinquency is the wide application of the term "disabilities" to youths who have vastly different experiences and learning impairments. The Individuals with Disabilities Education



Act (IDEA) defines 13 categories of disabilities: autism, deaf-blindness, deafness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment and other health impairments. Thus, it is difficult to generalize about a strong link between disabilities and delinquency.

It may be the case that specific types of disabilities are linked to delinquency, such as serious emotional disturbance, but this may be due to definitions more than a causal relationship. For example, *conduct disorder* and *antisocial personality disorder* as defined in the Diagnostic and Statistical Manual of Mental Disorders-IV-Text Revision (DSM-IV-TR) are diagnoses that are accepted as meeting the IDEA criteria for serious emotional disturbance. However, in both DSM-IV-TR definitions, acts of juvenile delinquency are used as diagnostic criteria. Thus, in the context of serious emotional disturbances, the delinquent acts of juveniles may be used to assign disability labels. Indeed, in some cases juvenile delinquency and serious emotional disturbance may describe the same behavior; consequently, the link between the two is inherent in the definitions.

A survey of state departments of juvenile corrections reports that roughly one third of incarcerated juveniles have a disability that qualifies them for special education and related services under the IDEA (Quinn, Rutherford, Leone, Osher, and Poirier, 2005). While rates of disabilities among incarcerated youths vary from state to state, it is consistent with Florida's 2006-2007 juvenile justice data (31.1%). Of the 33.4% of juveniles identified with disabilities nationally in the Quinn and colleagues study (2005), 38.6% (or 12.9% of the total population) were identified as having specific learning disabilities. Specific learning disabilities refer to learning problems due to a disorder in one or more of the basic psychological processes involved in acquiring, organizing, or expressing information despite appropriate instruction in the general education curriculum. This differs from difficulties in learning due to physical or emotional impairment.

In Florida, 15% of all juvenile justice students were identified as having *specific learning disabilities* in 2000-2001 (JJEEP, 2007). In a review of the research on specific learning disabilities and delinquency, Brier (1989) identified four main theories that seek to explain the link between learning disabilities and delinquency. The *School Failure Theory* posits that students who have learning disabilities experience school failure that subsequently leads to delinquency. Thus, lack of success in school is the catalyst for delinquency. The *Susceptibility Theory* posits that learning deficiencies make it more difficult for students who have disabilities to internalize codes of conduct and norms of behavior. The *Differential Treatment theory* posits that youths who have learning disabilities are just as likely to engage in delinquent acts as their non-disabled peers. However, youths who have learning disabilities are more likely to be formally punished for their delinquent acts. Fourth, *Social Cognitive Ineffectiveness and Social Maladjustment Theory* suggests that difficulties in social cognitive processing and problem-solving are associated with social maladjustment and that these problems are more common among individuals who have learning disabilities.

Looking at one specific learning disability, Svensson, Lundberg and Jacobson, 2003, found that rates of dyslexia were not higher among incarcerated youths in Sweden relative to non-residential youths, when controlling for school attendance, cultural difference, self-esteem, and demographics. However, Elbeheri, Everatt, and Al Malki (2008) found higher rates of dyslexia among delinquent youths (20%) in Kuwait, relative to the national average (6%).

While some prior studies have used cross-sectional analysis of youths in juvenile justice programs to establish the link between special education and delinquency, longitudinal research using temporal sequenced variables has not found that special education status increases youths' likelihood of minor offending or serious delinquency, once other demographic and contextual variables are controlled (Malmgren, Abbott, and Hawkins, 1999; White and Loeber, 2008). For example, using data from 17 waves of the Pittsburgh Youth Study—a longitudinal study of boys attending public school in inner-city Pittsburgh—, White and Loeber (2008) found that early childhood aggression, poor academic achievement, and family adversity predicted special education placement. However, special education was not related to future bullying behaviors in school or serious delinquency after controlling for race, socioeconomic status, neighborhood disadvantage, family adversity, aggression, and academic achievement.

In an analysis of high-school youths released from juvenile justice programs in Florida, JJEEP (2007) found that students categorized with emotional/behavior disabilities or specific learning disabilities had greater odds of returning to school and earning credits within three years of release relative to non-disabled youths. However, no differences were found in rates of high school graduation or attainment of General Educational Development (GED) diplomas between disabled and non-disabled youths three years post release. Interestingly, non-disabled youths had higher odds of employment relative to disabled youths over the same three-year period. This may be due to the finding that incarcerated youths who have learning disabilities and non-learning disabled youths express similar career goals and interests (Zabel & Nigro, 2007). However, youths who have learning disabilities face greater academic challenges post release. (The higher rates of return to school for exceptional student education [ESE] students could be explained by legal reasons and/or extra support services. For example, school administrators may be less likely to keep ESE students out of school, fearing a lawsuit or complaint. Or ESE students may be provided extra support services from district ESE support staff that assist them in returning to school.)

Looking at the data related to delinquency, special education in general, and learning disabilities in particular, the over-representation of youths who have disabilities in the juvenile justice system may be due in large part to the over-representation of demographic groups with higher rates of emotional and learning disabilities such as males and youths from economically disadvantage households and communities. Indeed, in the studies discussed above, controlling for demographic factors reduced the relationship between delinquency and emotional and learning disabilities.

#### **4.4.3 Online Learning and Credit Recovery**

Credit recovery programs may be offered through various curricular strategies including competency-based instruction, extended periods of instruction, or through offering access to online courses. Offering an extra period in the school day allows students to take classes they have missed due to truancy or to retake classes they failed in past semesters. Competency-based instruction allows each student to work at his/her own pace and enables them to earn course credit when they demonstrate mastery of the learning objectives in a given course. Although this approach provides more flexibility to juvenile justice programs for students who are entering and leaving throughout the school year, mastery of course objectives may not be achieved more quickly by students who have learning disabilities or reading deficiencies.

Over the past several years, online courses have also been framed as a form of credit recovery. In the 2009-2010 school year, course enrollment in the Florida Virtual School (FLVS) is projected to hit 100,000 (Trotter, 2008). While it is difficult to access statistics related to online course recovery, roughly 17% of students enrolled in the FLVS are enrolled for “grade forgiveness.” In the 2006-2007 school year, students who self-reported taking FLVS courses for grade forgiveness had a passing rate of 90.2% compared to 92.1% of the entire FLVS student population (Watson and Gemin, 2008).

In a metaanalysis of 116 effect sizes from 14 Web-delivered distance education programs to students in grades 3-12, Cavanaugh and colleagues (2004) found that online learning performed similarly to traditional instruction in terms of student academic achievement. However, given the nature of many online credit programs for independent seatwork and self-paced advancement, online credit recovery may not be appropriate for many juvenile justice students.

In an examination of the relationship between online learning and reading ability, Cook (2006) found a positive correlation between reading ability and online course completion and online course grades for all core subjects except for math course completion and final science grades. Cook warns that school districts may be using virtual learning as a “dumping ground” for students because they do not have resources to accommodate at-risk students, home school students, students with medical conditions, and pregnant teens.

On average, students in Florida residential and day-treatment facilities are roughly one year behind their age-appropriate grade levels. Additionally, as discussed above, the overall reading abilities of students in juvenile programs are behind their traditional school peers. Cook (2006) has suggested that “Due to the heavy text volume of online content presentation, students with a below average reading level should be enrolled with caution in online courses until they have had the necessary reading interventions or will have additional assistance and/or monitoring during the course.”

#### **4.5 Summary Discussion**

This chapter provided an overview of QA indicator results and trends in curriculum and instructions, as well as provided a brief literature review on reading instruction in juvenile justice facilities, an examination of the link between youths with disabilities and delinquency, and online learning and credit recovery. As JJEEP and the DOE move toward a QA process that focuses more on student achievement, knowledge of best practices in curriculum and instruction within the juvenile justice context becomes critical.

Paramount to student achievement is reading ability. As discussed in this chapter, reading is linked with multiple positive outcome measures, including success in other subjects and online courses, as well as reductions in recidivism. The next chapter in this report focuses on youths’ transition from juvenile justice programs to traditional schools and employment.

## Chapter 5

# Transition Services

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### 5.1 Introduction

Each year, JJEEP revises the transition services requirements to help increase students' success as they transition from juvenile justice education programs to their schools and communities.

This chapter is composed of five sections: Section 5.2 presents a review of the literature specific to juvenile justice transition and summarizes research on the topic; section 5.3 presents the changes to JJEEP's transition standard in 2008-2009; and section 5.4 provides QA data on the transition standards and overall trends. Section 5.5 summarizes the chapter's main points.

### 5.2 Transition Literature Review

During the past decade, interest in transition services and the re-integration process for juvenile and youthful offenders has increased (Mears and Travis, 2004). Approximately 100,000 youths are released from juvenile facilities annually. Almost 9 of 10 were committed by the juvenile justice system and will continue to live a significant portion of their lives under its supervision (Snyder, 2004). Youths re-entering society after incarceration frequently have a difficult time making successful transitions and avoiding future crimes and delinquency.

Youths transitioning from juvenile correctional facilities and re-entering society often lack educational opportunities, employment services, and living skills. Educational failure and unemployment are related to delinquency and criminal behavior (Snyder and Sickmund, 2006). Few incarcerated youths return to high school, stay in school, and earn diplomas after release from a juvenile justice school (Griller-Clark, 2004; Gagnon and Richards, 2008). Specifically, only about half return to school, and approximately 21% remain in school more than six months (Gagnon and Richards, 2008). However, if youths become engaged in school and/or employment *immediately* upon returning to the community, the likelihood of sustaining that involvement greatly increases and the likelihood of recidivism decreases (Bullis, Yovanoff, and Havel, 2004).

An additional obstacle that can affect the transition process is the over-representation of youths who have disabilities. Approximately 38% to 44% of students in juvenile justice schools require special educational services, compared to 12% in public schools (Gagnon and Richards, 2008). The Individuals with Disabilities Education Act (IDEA) requires that students who have disabilities are provided a free appropriate public education that prepares them for advanced education, employment, and independent living. In 2004, Congress amended the IDEA and implemented the Individuals with Disabilities Education Improvement Act (IDEIA) and strengthened the requirements for transition services for eligible youths. The reauthorization of IDEA requires that schools, detention centers, and correctional agencies identify the transition needs and interests of all youths who have disabilities and are eligible for special education services. However, these

needs are not commonly addressed during the re-integration process (JJ/SE Shared Agenda, 2007).

Transition services and the re-integration process for youths leaving juvenile justice schools and returning to society will be examined in this section. Section 5.2.1 gives a brief overview of the transition process. Section 5.2.2 examines the important role of education in juveniles' transition back into society. Section 5.2.3 assesses employment and vocational outcomes that can affect the re-integration process. Section 5.2.4 highlights some of the best practices in transition and identifies promising programs. Finally, Section 5.2.5 summarizes recommendations to direct future inquiry.

### 5.2.1 Transition

Griller-Clark (2004) describes the transition process as: a coordinated set of activities for the youths, designed within an outcome-oriented process, which promotes successful movement from the community to a correctional program setting, from one correctional setting to another, or from a correctional program setting to post-incarceration activities, including public or alternative education, vocational training, integrated employment (including supported employment), continuing education, adult services, independent living, or community participation (p.5).

Three elements of this definition are essential to successful transition. First, the transition process must be *coordinated*. Successful transition requires individuals from multiple systems (e.g., such as correctional staff, transition specialists, agency-based service providers, and personnel from the community schools) to collaboratively coordinate the youth's re-entry process. Second, a juvenile's transition must be an *outcome-oriented process*. Successful re-integration should focus on engaging the student in school and/or employment opportunities and on preventing future recidivism in the juvenile justice system and/or entry into the adult criminal justice system. Finally, transition should *promote successful movement* between the correctional facility and the community. Successful re-integration into society requires a youth to acquire essential academic, employment, behavioral, social, and living skills to prevent future recidivism (Brock, O'Cummings, and Milligan, 2008).

As youths transition from confinement to the community, the re-entry process should include both pre-release planning and post-release supervision and community services. Altschuler and Brash (2004) examined the transition process within a broader re-integration paradigm. Acknowledging that most juvenile offenders will eventually return to the community, it is necessary to address the various risk and protective factors associated with crime and delinquency.

Re-integration encompasses what occurs both during and after confinement. The researchers examined seven domains that play an integral role in the transition process for youths as they re-enter society from correctional facilities:

- Family and Living Arrangements
- Employment and Vocational Training
- Peer Groups
- Substance Abuse
- Mental, Behavioral, and Physical Health
- Education
- Leisure and Avocational Interests

Each of these domains presents challenges and opportunities for youths as they re-enter society. Sections 5.2 and 5.3 examine two of these domains more in-depth: education and employment/vocational training, respectively. As stated previously, educational failure and unemployment are related to delinquency and criminal behavior (Snyder and Sickmund, 2006). Youths who are not actively engaged in school and/or employment have an increasingly difficult time with the re-integration process (Altschuler and Brash, 2004). It is important to discuss how these two areas present additional hurdles for youths who have disabilities to re-integrate into society.

### **5.2.2 Education**

Juvenile offenders often lag behind other students in educational attainment (Snyder, 2004). Consequently, it is important to consider their educational needs when planning and implementing transition services (Foley, 2001). Juvenile justice students should not only be placed in appropriate schools after their release but need additional support once they are enrolled. The adjustment associated with returning to a traditional school setting can be challenging for some youths. Providing additional support to increase attendance and promote academic success lessens the likelihood that they will recidivate (Spencer and Jones-Walker, 2004).

The link between education and recidivism is prevalent in research. Cottle, Lee, and Heilbrun (2001) conducted a metaanalysis of 22 recidivism studies on juvenile offenders and found that educational disability, low achievement test scores, and lower full-scale and verbal IQ scores were all related to recidivism. In their metaanalysis of intervention programs for committed youths, Lipsey and Wilson (1998) found that programs that focused on educational achievement and structured learning can reduce recidivism among juvenile offenders.

In a series of qualitative interviews with nine males from Miami (ages 18 to 22), who had completed Florida Department of Juvenile Justice (DJJ) residential programs, Mincey and colleagues (2008) found that former youthful offenders expressed the importance of program staff in shaping their successful transition to the community. Several of the participants stated that their programs had "well-structured schools and that their involvement helped them overcome negative perceptions about structured learning" (Mincey, Maldonado, Lacey, and Thompson, 2008).

An additional study on education and recidivism conducted by JJEEP staff examined cohort data of 4,147 youths committed to 115 juvenile justice institutions in Florida. Return to school and sustained school attendance post release were used as indicators of school attachment. Findings indicated that youths who experienced greater academic achievement (as measured by earning core academic credits while committed) were more likely to attend school post release; and attendance in school decreased the likelihood of re-arrest within the first two years following their release. Thus, academic achievement, return to school, and sustained school attendance are positively related to each other and negatively related to recidivism.

Furthermore, Bullis, Yovanoff, Mueller, and Havel (2002) conducted a five-year longitudinal study of 531 juvenile offenders committed in Oregon. They found that youths who participated in school post release were less likely to recidivate. However, less than one half of the youths were working or in school six months after their release; the proportion dropped to less than one third at 12 months post release. Thus, although participation in school affected recidivism, few juvenile offenders became engaged in school following release from commitment, and even fewer juveniles remained engaged in school over time.

The aforementioned research demonstrates that youths who are successful in school (engaged and regularly attending, etc.) are statistically less likely to recidivate. Every degree or certificate that a student earns through education can lead to more opportunities for employment and a greater likelihood of re-entry into society (Conlon et al., 2008).

### 5.2.3 Employment

Research suggests that employment, like education, significantly reduces recidivism among juveniles. Those who complete vocational training or a General Educational Development (GED) program while incarcerated are twice as likely to be employed six months post release (Black et al., 1996). In addition, Bernburg and Krohn (2003) found that employment in early adulthood significantly reduces crime after adolescent criminal involvement. Sampson and Laub (1993) analyzed longitudinal survey data and found that employment significantly decreased criminal behavior; even after controlling for adolescent crime and delinquency, job stability from ages 17 to 25 significantly decreased crime during those years, as well as from ages 25-32. Thus, the effect of job stability on crime continued well beyond the period of employment. Males who experienced job stability between ages 17 and 25 continued to benefit from their employment experience from age 25 to 32.

Furthermore, research conducted on the Transition Research on Antisocial Youth in Community Settings (TRACS) project examined community engagement, defined as a combination of work, education, and remaining in the community and out of juvenile and adult correctional systems (Bullis et al., 2002; Bullis et al., 2004). Bullis and Yovanoff (2006) expanded their research by examining the facility-to-community transitions experiences, focusing specifically on employment of 531 juvenile offenders committed in Oregon. They found that youths, who were older than 16 at time of release, had completed career/vocational classes while in custody or were employed six months after release, were more likely to be employed 12 months post release.

Often, juvenile offenders who have disabilities are excluded from the vocational programs in facilities because they do not have a high school or GED diploma, the necessary reading skills, or other prerequisite skills (Gagnon and Richards, 2008). It is important to address the educational and employment needs of youths who have disabilities because they will experience additional obstacles as they transition back into school and the workforce. Programs have adopted successful transition programming, like Transition Research on Adolescents returning to Community Settings) TRACS, to assist juveniles who have disabilities, as discussed in the next section.

### 5.2.4 Exemplary Transition Programs: Best/Promising Practices

The JJ/SE Shared Agenda (2007) created the *Tools for Promoting Educational Success and Reducing Delinquency* (i.e., *Tools for Success*) and identifies three categories to promote successful transition: Best, Promising, and Emerging practices.

**Best practices** (also known as evidence-based practices) are documented through a synthesis of experimental or quasi-experimental research designs.

**Promising practices** are interventions, administrative practices, or approaches for which there is considerable evidence or expert consensus, but are not yet proven by the strongest scientific evidence.

**Emerging practices** are new innovations that do not yet have scientific evidence or broad expert consensus support.

The following discussion presents research regarding best and promising practices to assist youths as they transition from juvenile justice facilities and re-integrate into school and/or employment.

JustChildren (2006) conducted research on the best practices for re-enrolling juveniles leaving correctional facilities in school and identified four characteristics of the best transition practices.

**1. Inter-Agency and Community Cooperation: Clear Roles and Responsibilities.** Identify clearly the roles and responsibilities of various agency personnel, including specific timelines for the development of a re-enrollment plan and the transfer of records; ensure that transparency and accountability are built into the process so that these responsibilities are met.

**2. Youths and Family Involvement.** Include in the re-enrollment process the people who have the most at stake: the youths and appropriate family members or guardians. Ensure that they have copies of the plan and the contact information for people who are responsible for helping the student to re-enroll.

**3. Speedy Placement.** Ensure that the youths can re-enroll quickly—the same day or within a very short time—after his/her release.

**4. Appropriate Placement.** Ensure that the student is returning to an appropriate educational placement in the least restrictive environment. Continuity is vital, and frustration must be reduced to a minimum. There should be individualized consideration of each student's placement, based on the assumption that the youth has been rehabilitated; youths should not automatically be placed in an alternative program for students who have discipline problems (JustChildren, 2006, p.3).

*Tools for Success* compiled a list of promising practices that promote effective strategies for re-integrating youths into school, work, and the community. A few of the promising school transition programs are detailed below.

### **Aftercare for Indiana through Mentoring (AIM)**

AIM is a non-profit organization whose main purpose is to reduce recidivism by mentoring incarcerated youths. AIM mentors serve as the key link between the youths and the communities to which they will return after their release. AIM uses the *Life After Incarceration* curriculum that focuses on formal and informal education, preparing for the workforce, and obtaining and maintaining employment. Mentors help the youths apply this curriculum during three key phases of the transition process. First, mentors make at least four contacts per week with the youths to whom they are assigned during the pre-release planning period. AIM believes this amount of contact builds a strong relationship between the youth and the mentor. Second, one month post release, the youth and the mentor attend community sessions together. Finally, the mentor seeks to maintain ongoing contact with the youth via telephone calls, meetings, or other activities (JJ/SE Shared Agenda, 2007).

One of the main reasons for AIM's success is the exceptional collaboration that exists among staff of correctional facilities and community agencies. Since December 2005, AIM has served over 3,000 juveniles and reports noteworthy



results. Previous evaluations have shown that 49% of AIM youths currently attend school, and 60% attend school, work, or both (AIM, 2004).

Additionally, a study examined youths who left a juvenile justice facility in Indiana in 1997 and were divided into three groups: youths who received pre-release planning through AIM and were assigned a mentor to work with them after release; youths who received pre-release planning through AIM but received no mentoring after release; and youths who did not participate in AIM. Re-incarceration data was examined at 12 and 48 months. After 12 months, 25% of the youths who had an AIM mentor, 29% who were in AIM but did not have a mentor, and 39% who did not participate in AIM were re-incarcerated. After 48 months, 44% of the youths who had an AIM mentor, 50% who were in AIM but did not have a mentor, and 62% who did not participate in AIM were re-incarcerated. Results showed that youths who participated in some aspect of AIM were less likely to be re-incarcerated than youths who did not participate in the program (AIM, 2004).

### **Juvenile Education Initiative (JEdI)**

JEdI was created to improve educational services for youths in Arkansas juvenile detention facilities, particularly students who have disabilities. JEdI uses a Web-based educational program that focuses on the development of math and reading skills of youths, ages of 10-18. The online education program is aligned with national and state standardized tests and addresses the educational deficiencies of juveniles. The program is used in all detention facilities in Arkansas, and youths are able to continue using the program after their release. The program also has the capability to track students' academic performance and generate facility-specific reports. One of the most beneficial aspects of JEdI is that it allows continuity of instruction as the juveniles transition among educational settings (JJ/SE Shared Agenda, 2007).

Evidence suggests that JEdI increases basic skills in reading, math, and language arts of youths who are incarcerated for an average stay of less than 15 days (JJ/SE Shared Agenda, 2007). The academic outcomes for juveniles participating in JEdI from February 2003 to August 2004 demonstrate improvement in average pre/post test scores:

- Math: pre-test 60%, post-test 75%
- Reading: pre-test 56%, post-test 75%
- Language Arts: pre-test 50%, post-test 64%

Juveniles who have disabilities also showed improvement in their pre/post-test averages (East, 2004).

- Math: pre-test 55%, post-test 71%
- Reading: pre-test 53%, post-test 73%
- Language Arts: pre-test 9%, post-test 51%

### **Project SUPPORT (Services Utilization Promoting Positive Outcomes in Rehabilitation and Transition) for Incarcerated Adolescents With Disabilities**

Project SUPPORT is an effective collaborative program that focuses on adjudicated youths who have disabilities and is based on the results of TRACS (mentioned previously). Focusing on assisting youths as they transition back into society via a transition coordinator, the project's main goal is to increase the youths' engagement in school and the workforce and, consequently, reduce recidivism. Transition planning includes activities such as teaching pre-employment skills, establishing a

community education placement pre-release, and helping the youths to stay engaged in such activities after their release (JJ/SE Shared Agenda, 2007).

Youths participating in Project SUPPORT have demonstrated positive results. Project SUPPORT data was analyzed from August 1999 to December 2002 for 225 youths to assess their “engagement rates” at two, four, and six months post release. At two months after release, 61% of the youths were positively engaged in school and/or work and had not returned to juvenile or adult correction facilities. Positive engagement in school and/or work was also shown for 67% of the youths four months post release and for 61% of youths six months post release (JJ/SE Shared Agenda, 2007).

### **5.2.5 Future Research**

Given the importance of youth re-entry and related policy implications, the Urban Institute assembled researchers, practitioners, policy makers, and community leaders to collaborate and discuss future initiatives regarding juvenile re-entry. Mears and Travis (2004) reported that the round table discussions targeted the needs of youths, ages 10-24, who were incarcerated as a result of adjudication in the juvenile court or conviction in adult court and released before age 25 (p.5). After reviewing current literature, they came up with four policy and research recommendations.

*1. Re-orient the juvenile and adult justice system to focus on re-integration of young offenders into society.*

Transition planning and services should be central to the justice process. From the time a juvenile enters the system and continuing after the juvenile returns home, re-entry planning must occur. A uniform system is needed to help transition youths from facilities to school, employment, and/or other social services upon release. Information such as vital records (i.e., immunization records, birth certificates, transcripts, and individual educational plans [IEPS], etc. that are often required for school enrollment) and other certificates (i.e., high school or GED diplomas) need to be accessible at all stages of the justice process to secure proper re-integration post release.

To determine whether re-entry is successful, Mears and Travis (2004) suggest measuring more than recidivism rates. While recidivism remains an important indicator, they also suggest measures such as post-release school attendance and program participation to examine a youth’s re-integration back into society.

*2. Re-entry programs should reflect a youth's development perspective.*

The justice system needs to focus on the psychological development of youths as they transition back into society and into adulthood. Youths in transition from juvenile correctional facilities back to their communities are not only making a transition in school and work but also in life. Programs need to be individualized for each youth and the communities to which they are returning. A smooth transition back to school and/or employment and a continuum of care from the facilities will help reduce future delinquency (Mears and Travis, 2004).

*3. Successful re-entry depends on building a supportive community and family network.*

Coordination is essential throughout the transition process. Multiple stakeholders such as representatives of schools, mental health providers, employment services, justice agencies, and other community organizations, can create a supportive network in the community upon the youth's return. This type of collaboration among juvenile correctional facilities, schools, and workplaces can promote juveniles’ successful re-integration and lessen the burden of the transition process.

*4. Create a national agenda for public education and research.*

Finally, Mears and Travis (2004) suggest generating public support for research on juvenile re-entry by eliminating the negative stereotypes against juvenile delinquents. More research documenting the consequences of youths who are not engaged after release because of a lack of effort from the justice system would assist in building the policy argument for re-entry services. In addition, more research documenting best and promising practices would help answer the ongoing question regarding successful re-integration of youths after incarceration: "What works?" Consequently, JJEEP researchers are dedicated to evaluating current efforts to provide more evidence of promising transition practices.

Collaboration among juvenile justice, education, workforce development, mental health, and other community institutions is necessary to reduce recidivism among juveniles. Incarcerated youths view their criminal records and poor school performance as barriers to future employment (Barclay, 2004). Education and employment strategies are two key components to successful transition. A successful and properly planned transition will increase the likelihood that former juvenile offenders will complete their education, become employed, and ultimately become productive members of their communities.

### **5.3 JJEEP Transition Changes, 2008-2009**

The 2008-2009 QA transition standards are the same for residential and day treatment programs, except for the requirement to address conditional release students' needs in day treatment programs. In comparing the indicators and benchmarks from 2007-2008, additional requirements have been added and a few have been deleted.

The 2008-2009 on-site transition services indicator required that the program document the transmittal of students' educational exit packets to the transition contacts in the receiving school districts prior to students' exit. "In-county" students' current transcripts should be accessible via the MIS; however, "out-of-county" students' transcripts must be included in their exit packets. Transmitting students' records prior to exit allows the transition contacts in the receiving school districts to follow their school district policy for placing students who are coming from an out-of-county juvenile justice program.

Sample school district transition policies include:

**Palm Beach County:** The transition contact notifies the receiving school district's transition contact with expected release dates, educational recommendations, and exit plan notes at least 30 days prior to the student's exit. Two weeks prior to the exit, the educational packet is compiled and faxed to the out-of-county DJJ transition contact (and to the ESE contact, if needed).

**Miami Dade County:** The school district transition coordinator contacts the transition contact in out-of-county students' receiving school districts prior to their exit and documents ongoing monitoring of students' progress post release. The transition coordinator or a representative is present in all transition meetings 60 and 14 days prior to exit, as documented by school district transition protocols. Transition contacts ensure that students' next educational placements are identified prior to their arrival to facilitate a smooth transition. As previously stated in Chapter 2, the transition benchmark was challenging because of the number of programs who failed to use the transition contact list provided on the JJEEP Web site.

The QA transition services requirements for detention centers remains the same as the previous year; however, the benchmark language more clearly defines in-county and out-of-county transition protocol. These clarifications, developed with input at standards revision meetings, helped programs identify the requirements for transition in the various venues.

A new requirement was added to the benchmark addressing administration of the exit Basic Achievement Skills Inventory (BASI). The DOE now requires programs to report BASI growth scale values in addition to the standard scores in the school district management information system (MIS); these values were created to help users measure the progress of an individual student or a group of students based on BASI subtests and composites. In rating this benchmark, JJEEP reviewers looked for documentation of the growth scale values on MIS screens. Accountability for meeting this benchmark was phased in to allow time for school districts to create a field in their MIS for reporting this data. Programs who do not use the growth scale values received recommendations to record this information by JJEEP reviewers.

Expanded requirements to the Student Planning indicator address the development of electronic Personalized Education Plans (ePEPs) for all Florida middle school students who entered the sixth grade in the 2006-2007 school year or after. The ePEP is designed to help middle school students plan and track their education progress from middle school through college. Before creating their ePEPs, middle school students are required to participate in a career and education planning course to build personal knowledge and identify their skills, abilities, and interests. The goal is to have students succeed in high school, graduate, and engage in post-secondary education/training. (The latest statistics rank Florida 48th highest in high school dropout rates in the country, with most high school dropouts occurring in the 9th grade). To allow programs time to train their educational staff in ePEP development, JJEEP looked for programs to have at least developed a plan to address this requirement and required ePEPs to be developed for appropriate students by the end of the school year.

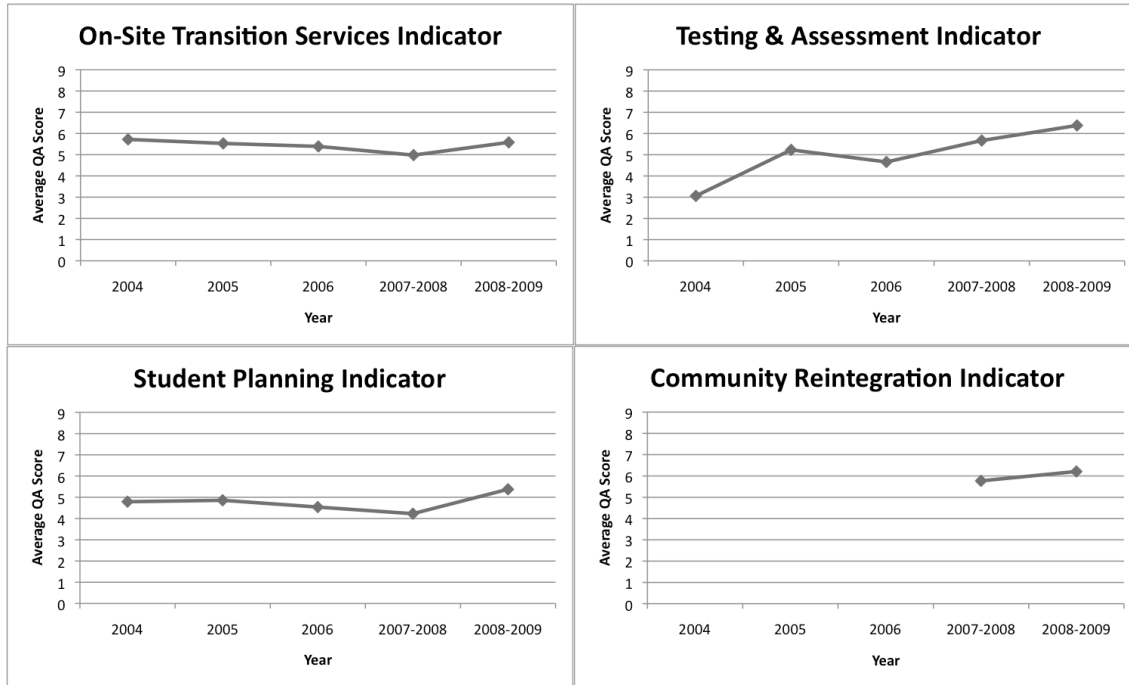
The 2008-2009 Community Re-Integration indicator did not include a benchmark requiring implementation of school district strategies or transition protocols for students transitioning from DJJ programs. This expectation was included in the 2007-2008 QA standards but was not rated. Additionally, the 2008-2009 QA protocol did not include an interview with the school district transition contact, as was required the previous year; this benchmark language was removed upon the recommendation from DOE because JJEEP does not evaluate this in all school districts. Instead, the contract manager is required to oversee the transition process as part of the School District Monitoring, Accountability, and Evaluation indicator.

In the 2009-2010 JJEEP review cycle, requirements in the On-Site Transition Services and the Community Re-Integration indicators are evaluated in two new indicators: Entry Transition Services and Exit Transition Services. Separating transition requirements into these two indicators will help programs focus on student progression and outcome measures.

#### **5.4 Current QA Transition Data**

Figure 5.4-1 presents the changes in average QA scores for four transition indicators. Scores for juvenile justice detention programs were excluded from Figures 5.4-1 and 5.4-2 because of significant differences in the indicator methodology between detention centers and residential and day-treatment programs. Likewise, due to changes in the QA review process and standards (i.e.,

exemplary status), all of Florida’s juvenile justice programs received a full review in 2004. Thus, data presented in Figure 5.4-1 begins with the 2004 indicator scores.



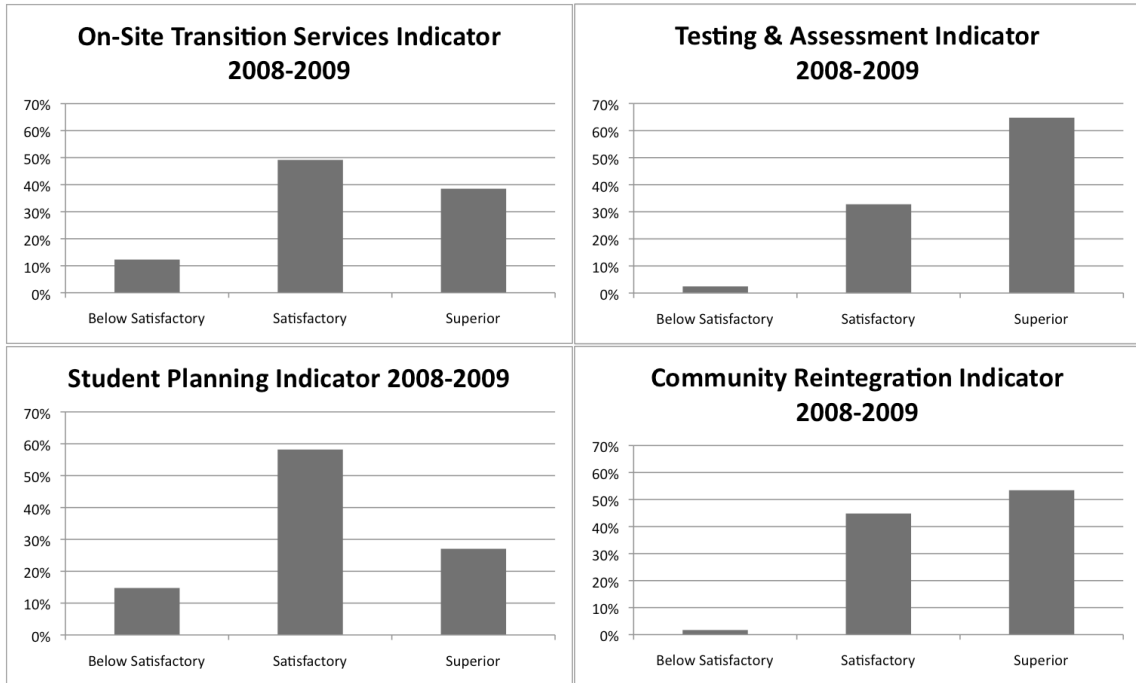
**Figure 5.4-1: Average QA Scores for Four Transition Indicators, 2004 to 2008-2009.**

The average QA scores for the On-Site Transition Services indicator remained relatively stable from 2004 to 2009. As noted above in Table 5.4-1, changes were made to the Transition Services indicator, increasing the requirements placed on programs; this year, programs must document transmittal of students’ educational exit packets to the transition contacts in the receiving school districts **prior** to exit. Even though this benchmark proved to be challenging because of the number of programs that fail to use the transition contact list to assist with student transition, programs (on average) maintained consistent QA scores for the On-Site Transition Services indicator.

The Testing and Assessment indicator scores rose steadily from an average of 3.06 in 2004 to 6.38 in 2008-2009. In 2007-2008, the statewide assessment participation benchmark was no longer deemed "critical" and was moved to the School District Monitoring, Accountability, and Evaluation indicator. As with other indicators, guidelines for the testing and assessment indicator have undergone other enhancements over the past four years, as shown in Table 5.4-1. Improved performance in this indicator may be due to extending the length of time programs have to administer entry assessments. In 2007-2008, programs were required to assess students within the first five school days of entry; this time frame for testing was extended in the 2008-2009 standards to 10 school days after student entry. Additionally, residential and day treatment programs are now required to administer a common academic assessment.

Scores for the Student Planning indicator remained relatively constant from 2004 to 2009, with a high average of 5.38 in 2008-2009. The slight increase likely resulted from frequent technical assistance that JJEEP staff provided to the programs regarding the development of students’ individual academic plans (IAPs). The

Community Re-Integration indicator was not in the standards until 2007-2008; thus, trend data is limited in Figure 5.4-1.



**Figure 5.4-2: Rating Scale for Four Transition Indicators, 2008-2009.**

Figure 5.4-2 presents the outcomes across the three rating categories related to the On-Site Transition Services and the Testing and Assessment indicators during the 2008-2009 review cycles. Programs performed best in testing and assessment, with only 2.5% of programs receiving below satisfactory scores and 64.8% receiving superior ratings. As mentioned previously, this is partially due to expanding the time frame for administering entry assessments to the students. In Student Planning and Community Re-integration, 27% and 53% received superior ratings, respectively. JJEEP reviewers found that most programs have on-site transition counselors and/or use the school district transition contacts to assist students with community re-integration. For comparison of program scores with the state averages (in Figure 5.4-2), see Appendix A.

## **5.5 Summary Discussion**

This chapter discussed transition services in the juvenile justice educational setting by outlining the importance of quality education and employment skills as tools that significantly contribute to successful re-integration. Furthermore, it stressed the value of inter-agency and community cooperation in the re-entry process. During the 2008-2009 QA cycle, JJEEP continued to apply evidenced-based practices for the transition standard for which juvenile justice education programs are held accountable. As noted in this chapter, changes to the quality assurance process included an on-site transition services indicators that implemented a stricter process for transmittal of students' educational exit packets—one that placed an increased responsibility on the program in which a student was leaving to transmit the student's information to the receiving school district. In addition, requirements were added to the MIS reporting of BASI growth scale values. This year, educational staff were required to develop ePEPs for all Florida middle school students who entered the sixth grade in the 2006-2007 school year or after.

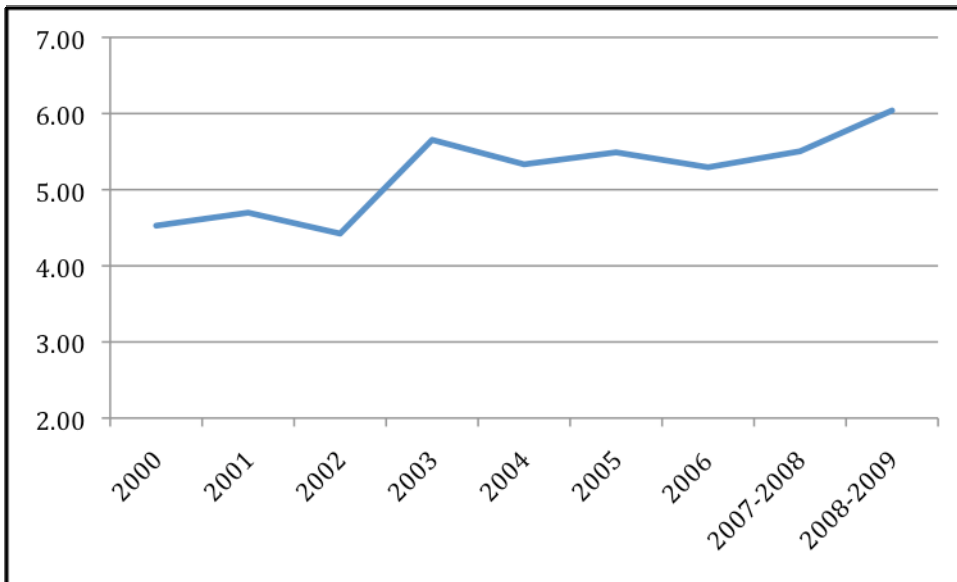
During the 2008-2009 QA cycle, juvenile justice educational programs continued to trend upward displaying improvement in the indicators that encompass the transition standard (i.e., transition services, student planning, testing assessment and community reintegration). Most of the programs performed in the satisfactory to superior range. Because of the importance of re-integration in preventing recidivism, JJEEP will continue to increase accountability for juvenile justice education programs to provide quality transition services to youths.

## Chapter 6

### Summary and Discussion

#### 6.1 The 2009-2010 QA Review Cycle

The 2008-2009 quality assurance (QA) review cycle was marked by a substantial increase in the overall QA scores. The average overall scores increased from 5.51 at the conclusion of the 2007-2008 review cycle to 6.04 at the end of the 2008-2009 cycle. Indeed, Figure 6.1 presents the changes in average overall scores over time and indicates that the 2008-2009 scores are the highest scores since the inception of JJEEP. This is particularly important given that the QA standards are revised annually to raise the performance bar for programs.



**Figure 6.1: Average overall QA score by year (all programs).**

As noted in Chapter 2, this past year had a record number of exemplary programs: 68 exemplary programs, with 42 programs earning exemplary status in the 2008-2009 cycle. In 2007-2008, 43 programs were deemed exemplary. In 2008-2009, fewer programs performed less than satisfactorily. For example, three programs received below satisfactory overall scores (less than 4.00), whereas 12 programs received overall scores that were below satisfactory in 2008-2008. Additionally, 12 of 148 programs and/or school districts had deficiencies that required the development of a corrective action plan (CAP), relative to last year when 38 programs were required to develop a CAP. Overall QA results indicate that more programs are successfully meeting the QA standards than has been the case in previous years.



The teacher data indicates that the percentage of core classes (i.e., English, math, social science, science, and reading) taught by an “in-field” certified teacher increased from 50% in 2007-2008 to 60% in 2008-2009. Overall, 70% of teachers had professional certification in 2008-2009, compared to 64% during the previous review cycle.

An addition to JJEEP’s research this past year, the program developed a teacher research questionnaire and incorporated it into JJEEP’s QA Self-Report process in July 2009. Participation in the questionnaire was voluntary and confidential. This data has been reported at the aggregate level only in this report (see Chapter 3). JJEEP will continue to administer this questionnaire on a voluntary basis and may develop other questionnaires as research areas are identified.

## **6.2 Future Efforts**

As JJEEP moves into the 2010-2011 QA review cycle, the focus will continue to be directed at assessing and improving the quality of teachers, classroom instruction and curriculum, and transition services. JJEEP continues to conduct internal assessments of the process by which quality assurance and technical assistance are measured, developed, and delivered. JJEEP plans to continue to integrate technology into the process, as appropriate. Indeed, the QA Self-Report process will be implemented with greater reliance on technology such as Web-based interface. Contract managers, lead educators, and teachers will be able to complete and submit their self-reports with attached documents via the Internet. Self-reports will be maintained in the system where users access them to make subsequent updates.

In addition, JJEEP has been working with DOE to refine evidence-based measures and data-driven outcomes for future QA review initiatives. Efforts will be made to increase data utilization for progress monitoring and outcome assessments and for targeting areas for technical assistance. Research in the areas of juvenile justice, delinquency prevention and the benefits of education for at-risk youths continue to develop and expand each year. Over the next year, JJEEP will devote additional time to reviewing recent literature on evidence-based practices. JJEEP strives to ensure that the QA experience is a process-oriented, in-depth examination with data incorporated as appropriate.

## **6.3 Discussion and Policy Recommendations**

As discussed in Chapter 1, the 2008-2009 academic year posed a series of challenges related to the larger economic recession. The consequences emerging from the recession are financial constraints affecting all areas of education, including juvenile justice education. While predictions of when the economy will rebound are numerous and often in conflict, it appears that this downturn has yet to bottom out. Rather, the next several years are likely to continue to pose further economic reductions. This means that school districts, juvenile justice education programs, DOE, DJJ, and JJEEP must consider, evaluate, and implement various measures to increase economy. The challenge for us all, however, is how to maintain and continue the progress that has been made over the past 11 years in Florida’s juvenile justice education during this period of financial challenge.

Clearly, effective collaboration among DOE, DJJ, school districts, education programs, and JJEEP is integral to successfully confronting current economic challenges while continuing our established trajectory of accountability and continuous quality improvement. But this will not be enough, and other new measures are essential. In a time of shrinking state revenues, legislators are required to prioritize needs and make policy and funding decisions accordingly.

Therefore, it seems both timely and appropriate for JJEEP to make every effort to better inform legislators of the cost and level of efficiency the state has achieved over the past 11 years related to its investment in accountable and quality education services for juvenile justice youths. Do legislators know that during this period, more than 500,000 Florida youths have received improved educational services that have led many to return to school post release and to gain subsequent employment, thereby avoiding future criminality? Do they know that this fact alone means Florida has saved billions of dollars in tangible crime reduction costs and untold amounts in intangible pain and suffering savings? The answer is probably not!

JJEEP, in collaboration with DOE, school districts, and programs should develop institutional links for the annual presentation of its juvenile justice educational QA, TA, and research results to the appropriate Florida legislative committees in the House and Senate.

It is recommended that the role of juvenile justice education programs be expanded during the exit transition phase to include providing post-release follow-up services. DOE should encourage educational programs to conduct 30-, 60-, and 90-day follow-up inquiries to collect information on educational progress (e.g., enrollment, attendance, and attainment) and employment services.

It is recommended that research be conducted to identify areas that juvenile justice teachers report to be deficits with regard to training and professional development. The research findings should be presented to DOE to assist in targeting limited resources for professional development opportunities.

Programs should be provided increased technical assistance and oversight of the implementation and reporting of the BASI in juvenile justice educational programs. Issues with data collection and reporting should be identified and strategies to address the issues should be developed and implemented.



## Appendix A 2008-2009 Quality Assurance Program Data

Program Name	School District	Indicator													Educational Standard				Overall Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
Residential		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
Monticello New Life	Jefferson	1	4	1	4	2	2	4	1	2	6	1	4	1	2.50	2.25	3.25	1.00	2.67
VisionQuest - Blue Water/Warrington	Okeechobee	1	2	2	2	4	3	5	3	4	3	1	4	5	1.75	3.75	3.00	5.00	2.83
Red Road Academy	Okeechobee	5	7	2	3	1	1	5	5	6	4	5	5	2	4.25	3.00	5.00	2.00	4.08
Tiger Serious Habitual Offender Program (SHOP)	Duval	4	5	2	5	5	4	6	1	5	4	6	4	4	4.00	4.00	4.75	4.00	4.25
Panther Success Center	Hamilton	4	6	2	4	4	5	5	5	3	5	4	4	2	4.00	4.75	4.00	2.00	4.25
Eckerd Youth Academy	Pinellas	4	6	2	4	5	5	4	3	5	5	4	4	5	4.00	4.25	4.50	5.00	4.25
Blackwater STOP Camp	Santa Rosa	2	7	3	5	3	5	4	2	6	5	5	5	3	4.25	3.50	5.25	3.00	4.33
Duval Halfway House	Duval	2	7	5	5	6	2	5	3	5	5	5	5	2	4.75	4.00	5.00	2.00	4.58
Helping Ourselves Progress Effectively (HOPE)	Bay	4	5	4	5	5	4	5	5	6	4	5	5	5	4.50	4.50	5.00	5.00	4.67
Graceville Vocational Youth Center	Jackson	4	6	4	5	4	2	7	3	7	4	5	5	4	4.75	4.00	5.25	4.00	4.67
Apalachicola Forest Youth Academy	Liberty	5	7	5	5	2	5	5	4	8	2	4	4	4	5.50	4.00	4.50	4.00	4.67
Camp E-Kel-Etu	Pinellas	5	4	3	5	5	5	5	5	5	4	4	6	5	4.25	5.00	4.75	5.00	4.67
Palmetto Youth Academy	Manatee	4	6	5	7	3	5	7	4	2	5	4	5	3	5.50	4.75	4.00	3.00	4.75
Gulf and Lake Academy	Pasco	5	7	3	7	5	5	4	4	2	5	6	6	6	5.50	4.50	4.75	6.00	4.92
Eckerd Youth Development Center	Washington	3	4	4	5	6	5	5	6	5	4	6	6	4	4.00	5.50	5.25	4.00	4.92

Program Name	School District	Indicator													Educational Standard				Overall Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
<b>Residential</b>																			
Price Halfway House	Lee	3	5	3	5	6	5	7	2	7	7	5	5	2	4.00	5.00	6.00	2.00	<b>5.00</b>
Joann Bridges Academy	Madison	4	5	6	4	6	5	5	5	7	4	5	5	4	4.75	5.25	5.25	4.00	<b>5.08</b>
Union Juvenile Residential Facility	Union	4	6	5	4	5	4	7	5	7	5	5	5	5	4.75	5.25	5.50	5.00	<b>5.17</b>
Greenville Hills Academy & RAMC	Madison	5	7	5	5	3	5	5	6	7	5	5	5	4	5.50	4.75	5.50	4.00	<b>5.25</b>
Adolescent Residential Center (ARC)	Osceola	2	6	6	5	4	5	6	7	2	7	6	7	4	4.75	5.50	5.50	4.00	<b>5.25</b>
Peace River Youth Academy	DeSoto	7	7	3	6	5	5	5	5	4	8	5	5	5	5.75	5.00	5.50	5.00	<b>5.42</b>
MATS Sex Offender Program & Halfway House	Manatee	6	7	4	5	6	5	7	5	6	3	5	6	5	5.50	5.75	5.00	5.00	<b>5.42</b>
Kissimmee Juvenile Correctional Facility	Osceola	2	5	5	4	7	3	5	7	7	6	7	7	4	4.00	5.50	6.75	4.00	<b>5.42</b>
Walton Learning Shop/ IHWH	Walton	2	4	5	4	5	5	7	8	7	6	7	6	5	3.75	6.25	6.50	5.00	<b>5.50</b>
Impact Halfway House	Duval	2	7	5	5	7	4	5	5	7	6	7	7	2	4.75	5.25	6.75	2.00	<b>5.58</b>
Bowling Green Youth Academy	Hardee	6	7	7	5	6	4	6	7	5	4	5	5	5	6.25	5.75	4.75	5.00	<b>5.58</b>
Sarasota YMCA Character House	Sarasota	5	8	6	6	5	6	5	5	7	4	5	5	4	6.25	5.25	5.25	4.00	<b>5.58</b>
Dena Thompson Academy	Broward	5	7	4	7	3	5	4	7	7	7	7	5	5	5.75	4.75	6.50	5.00	<b>5.67</b>
West Florida Wilderness Institute	Holmes	7	7	5	6	6	6	8	2	6	5	5	5	5	6.25	5.50	5.25	5.00	<b>5.67</b>
Dove Academy	Jackson	5	7	5	7	7	4	8	5	7	4	4	7	4	6.00	6.00	5.50	4.00	<b>5.83</b>
Britt Halfway House	Pinellas	6	7	3	7	7	6	5	5	5	7	5	7	7	5.75	5.75	6.00	7.00	<b>5.83</b>

Juvenile Justice Educational Enhancement Program

Program Name	School District	Indicator													Educational Standard				Overall Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
<b>Residential</b>																			
Avon Park Youth Academy	Polk	5	5	4	7	5	4	9	7	7	7	5	6	5	5.25	6.25	6.25	5.00	<b>5.92</b>
Hastings Youth Academy	St. Johns	5	8	4	7	7	5	7	4	7	5	5	7	5	6.00	5.75	6.00	5.00	<b>5.92</b>
Brevard Group Treatment Home	Brevard	7	7	7	6	6	6	6	6	3	5	7	6	7	6.75	6.00	5.25	7.00	<b>6.00</b>
Cypress Creek Juvenile Facility	Citrus	7	7	5	7	5	5	7	7	5	5	7	5	5	6.50	6.00	5.50	5.00	<b>6.00</b>
Orange Youth Development Center (Orange Youth Academy)	Orange	6	5	3	4	7	7	7	7	5	8	5	7	6	4.50	7.00	6.50	6.00	<b>6.00</b>
Jackson Juvenile Offender Correction Center	Washington	3	6	6	7	5	7	6	7	7	6	7	5	7	5.50	6.25	6.25	7.00	<b>6.00</b>
Liberty Wilderness	Liberty	3	6	5	8	7	5	5	7	8	5	7	7	4	5.50	6.00	6.75	4.00	<b>6.08</b>
Okeechobee Juvenile Offender Correctional Center	Okeechobee	6	7	6	8	5	6	7	5	6	5	6	6	5	6.75	5.75	5.75	5.00	<b>6.08</b>
Collier Academy	Collier	6	7	6	5	7	6	5	7	5	7	7	6	6	6.00	6.25	6.25	6.00	<b>6.17</b>
Eckerd Youth Challenge	Pinellas	6	7	7	6	4	6	6	7	7	6	7	5	6	6.50	5.75	6.25	6.00	<b>6.17</b>
Polk Halfway House	Polk	7	7	6	7	6	4	7	6	7	5	6	6	5	6.75	5.75	6.00	5.00	<b>6.17</b>
Space Coast Marine Institute	Brevard	7	6	6	8	6	6	6	6	7	5	6	6	6	6.75	6.00	6.00	6.00	<b>6.25</b>
Florida Environmental Institute	Glades	5	7	7	8	6	5	8	3	8	7	5	6	4	6.75	5.50	6.50	4.00	<b>6.25</b>
Milton Girls Juvenile Residential Facility	Okaloosa	5	7	5	7	7	5	7	5	7	7	5	8	5	6.00	6.00	6.75	5.00	<b>6.25</b>
Palm Beach Juvenile Correctional Facility	Palm Beach	7	7	3	7	6	6	6	7	6	7	7	6	7	6.00	6.25	6.50	7.00	<b>6.25</b>
Camp E-Ma-Chamee	Pinellas	5	7	6	7	6	7	7	7	7	5	5	6	5	6.25	6.75	5.75	5.00	<b>6.25</b>
Volusia Halfway House	Volusia	5	7	6	5	8	5	8	5	6	8	6	7	5	5.75	6.50	6.75	5.00	<b>6.33</b>
Broward Intensive Halfway House	Broward	6	7	3	8	7	6	6	7	8	6	6	8	5	6.00	6.50	7.00	5.00	<b>6.50</b>
Santa Rosa Juvenile Residential Facility	Santa Rosa	7	7	3	7	7	8	8	5	7	5	7	7	5	6.00	7.00	6.50	6.00	<b>6.50</b>

Program Name	School District	Indicator													Educational Standard				Overall Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
<b>Residential</b>																			
Camp E-Nini-Hasse	Pinellas	5	8	7	6	7	4	7	6	7	6	7	8	6	6.50	6.00	7.00	6.00	<b>6.50</b>
Oaks Juvenile Residential Facility	Volusia	7	6	5	5	5	7	6	8	7	8	7	7	7	5.75	6.50	7.25	7.00	<b>6.50</b>
Pines Juvenile Residential Facility	Volusia	7	6	5	5	5	7	6	8	7	8	7	7	7	5.75	6.50	7.25	7.00	<b>6.50</b>
Big Cypress	Collier	6	7	6	7	7	6	6	8	8	6	5	7	8	6.50	6.75	6.50	8.00	<b>6.58</b>
Leslie Peters Halfway House	Hillsborough	5	7	6	5	6	7	7	7	7	8	7	7	8	5.75	6.75	7.25	8.00	<b>6.58</b>
Bristol Youth Academy	Liberty	7	7	6	7	5	6	8	7	6	6	7	7	7	6.75	6.50	6.50	7.00	<b>6.58</b>
Crossroads Wilderness	Charlotte	7	7	6	5	7	6	8	7	8	5	5	8	5	6.25	7.00	6.50	5.00	<b>6.58</b>
Short-Term Education Program (STEP North)	Nassau	7	8	5	7	6	7	7	6	8	6	5	7	5	6.75	6.50	6.50	5.00	<b>6.58</b>
Three Springs Sex Offender Program	Volusia	6	7	7	6	7	7	6	5	7	7	7	7	7	6.50	6.25	7.00	7.00	<b>6.58</b>
Brevard Halfway House	Brevard	7	7	7	6	6	7	7	7	7	6	6	7	7	6.75	6.75	6.50	7.00	<b>6.67</b>
Lighthouse Juvenile Residential Facility	Broward	7	7	6	8	8	5	7	8	3	8	8	5	5	7.00	7.00	6.00	5.00	<b>6.67</b>
Youth Environmental Services	Hillsborough	7	7	5	7	7	6	8	7	8	5	6	7	8	6.50	7.00	6.50	8.00	<b>6.67</b>
Dozier Training School	Washington	5	6	6	7	7	8	8	7	7	6	7	6	7	6.00	7.50	6.50	7.00	<b>6.67</b>
Bay Point Schools North	Dade	7	7	7	8	5	7	7	7	6	6	6	7	7	7.25	6.50	6.25	7.00	<b>6.67</b>
Columbus Juvenile Residential Facility	Hillsborough	7	5	7	NA	7	7	7	7	7	7	7	6	7	6.33	7.00	6.75	7.00	<b>6.73</b>
Marion Juvenile Correctional Facility	Marion	6	7	5	7	7	7	8	7	7	6	7	7	5	6.25	7.25	6.75	5.00	<b>6.75</b>
Okaloosa Youth Development Center	Okaloosa	8	7	6	6	7	7	7	6	6	7	7	7	7	6.75	6.75	6.75	7.00	<b>6.75</b>
Pensacola Boys Base	Escambia	3	8	7	6	7	8	9	5	8	8	5	8	5	6.00	7.25	7.25	5.00	<b>6.83</b>
San Antonio Boys Village	Pasco	7	7	6	7	7	7	7	7	6	7	7	7	5	6.75	7.00	6.75	5.00	<b>6.83</b>
Wilson Youth Academy	Pasco	6	7	6	7	7	7	7	7	7	7	6	8	7	6.50	7.00	7.00	7.00	<b>6.83</b>
Dade Juvenile Residential Facility	Dade	7	7	7	7	7	6	7	7	7	7	7	7	5	7.00	6.75	7.00	5.00	<b>6.92</b>
Desoto Correctional Facility	DeSoto	8	7	7	7	7	5	7	8	7	6	6	8	6	7.25	6.75	6.75	6.00	<b>6.92</b>

Juvenile Justice Educational Enhancement Program

Program Name	School District	Indicator													Educational Standard				Overall Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	
<b>Residential</b>																			
Women in Need of Great Strength (WINGS)	Dade	8	7	6	8	7	7	7	7	7	6	6	8	7	7.25	7.00	6.75	7.00	<b>7.00</b>
Bay Point Kendall Miami Halfway House	Dade	7	7	6	8	7	7	7	7	8	6	7	7	7	7.00	7.00	7.00	7.00	<b>7.00</b>
Adolescent Substance Abuse Program	Okaloosa	7	8	7	7	7	5	8	7	6	7	7	8	5	7.25	6.75	7.00	5.00	<b>7.00</b>
Riverside Academy	Hillsborough	8	7	7	7	7	7	7	7	7	7	7	6	8	7.25	7.00	6.75	8.00	<b>7.00</b>
Desoto Dual Diagnosis Facility	DeSoto	8	7	7	7	7	5	7	8	7	8	6	8	5	7.25	6.75	7.25	5.00	<b>7.08</b>
Mandala Adolescent Treatment Center	Pasco	7	7	7	7	7	7	7	7	7	7	7	8	5	7.00	7.00	7.25	5.00	<b>7.08</b>
Okaloosa Youth Academy	Okaloosa	6	7	6	8	8	7	8	7	8	6	8	6	7	6.75	7.50	7.00	7.00	<b>7.08</b>
Falkenburg Academy	Hillsborough	7	5	6	NA	7	7	8	8	8	NA	NA	7	7	6.00	7.50	7.67	7.00	<b>7.10</b>
Hillsborough Academy-Intensive Residential Treatment (IRT)	Hillsborough	7	7	7	7	7	7	8	7	7	8	8	8	8	7.00	7.25	7.75	8.00	<b>7.33</b>
Gulf Coast Youth Academy	Okaloosa	8	7	8	NA	8	8	8	7	7	NA	NA	8	7	7.67	7.75	6.67	7.00	<b>7.40</b>



Program Name	School District	Indicator														Educational Standard				Overall Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	
<b>Day Treatment</b>																				
Jacksonville Youth Center	Duval	4	3	5	5	7	4	5	2	5	7	5	5	3	2	4.25	4.50	5.00	2.00	<b>4.62</b>
Escambia Bay Marine Institute	Escambia	5	4	4	5	5	4	4	7	2	5	5	5	7	5	4.50	5.00	4.80	5.00	<b>4.77</b>
Pinellas Marine Institute	Pinellas	5	4	4	6	4	5	5	5	7	4	5	5	5	5	4.75	4.75	5.20	5.00	<b>4.92</b>
Gainesville Wilderness Institute	Alachua	5	6	5	5	5	4	5	5	6	3	6	5	6	4	5.25	4.75	5.20	4.00	<b>5.08</b>
Gulf Coast Marine Institute North	Manatee	4	4	5	5	5	5	7	6	5	5	4	6	7	5	4.50	5.75	5.40	5.00	<b>5.23</b>
Eckerd Leadership Program	Pinellas	5	6	5	5	6	6	5	3	5	5	7	5	5	5	5.25	5.00	5.40	5.00	<b>5.23</b>
PACE Lee	Lee	5	5	5	6	5	5	7	2	3	5	7	7	7	5	5.25	4.75	5.80	5.00	<b>5.31</b>
PACE Leon	Leon	3	5	5	5	8	2	7	2	5	6	7	8	7	3	4.50	4.75	6.60	3.00	<b>5.38</b>
PACE Polk	Polk	7	5	5	7	6	5	7	3	7	2	4	5	7	5	6.00	5.25	5.00	5.00	<b>5.38</b>
Volusia County Marine Institute	Volusia	5	7	4	5	5	6	3	5	7	5	5	5	8	4	5.25	4.75	6.00	4.00	<b>5.38</b>
PACE Jacksonville	Duval	5	2	5	7	7	1	5	7	7	5	7	8	7	5	4.75	5.00	6.80	5.00	<b>5.62</b>
Gulf Coast Marine Institute South	Sarasota	3	7	5	7	5	5	7	4	6	5	6	6	7	4	5.50	5.25	6.00	4.00	<b>5.62</b>
Rainwater Center for Girls	Brevard	4	6	6	5	7	6	5	7	7	5	6	5	6	5	5.25	6.25	5.80	5.00	<b>5.77</b>
Southwest Florida Marine Institute	Lee	5	7	7	5	5	5	5	4	6	7	6	6	7	5	6.00	4.75	6.40	5.00	<b>5.77</b>
Panama City Marine Institute	Bay	7	6	6	7	6	7	2	6	6	5	5	6	7	3	6.50	5.25	5.80	3.00	<b>5.85</b>
Home Builders Institute- Orange	Orange	7	7	6	7	3	6	7	6	6	4	5	6	6	5	6.75	5.50	5.40	5.00	<b>5.85</b>
Florida Ocean Science Institute	Broward	6	6	6	7	6	4	6	6	7	5	7	6	5	5	6.25	5.50	6.00	5.00	<b>5.92</b>
Tallahassee Marine Institute	Leon	5	6	7	7	7	3	7	7	5	4	5	7	7	5	6.25	6.00	5.60	5.00	<b>5.92</b>

Juvenile Justice Educational Enhancement Program

Program Name	School District	Indicator														Educational Standard				Overall Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	
Day Treatment																				
Jacksonville Marine Institute	Duval	7	7	7	6	6	5	5	5	7	6	5	6	6	4	6.75	5.25	6.00	4.00	<b>6.00</b>
PACE Hillsborough	Hillsborough	5	7	5	7	6	5	6	5	7	5	6	7	7	7	6.00	5.50	6.40	7.00	<b>6.00</b>
Daniel Academy	Pinellas	5	7	6	6	6	6	7	6	6	5	5	6	7	5	6.00	6.25	5.80	5.00	<b>6.00</b>
PACE Palm Beach	Palm Beach	7	7	5	7	5	3	5	9	9	3	7	7	5	7	6.50	5.25	6.60	5.00	<b>6.15</b>
Palm Beach Marine Institute	Palm Beach	5	7	7	8	5	5	5	8	8	6	5	5	7	5	6.75	5.75	6.20	5.00	<b>6.23</b>
Dade Marine Institute South	Dade	8	7	6	7	6	6	5	7	6	5	6	6	7	5	7.00	6.00	6.00	5.00	<b>6.31</b>
PACE Orange	Orange	5	5	3	5	8	8	7	7	8	6	8	8	7	5	4.50	7.50	7.40	5.00	<b>6.54</b>
PACE Treasure Coast	St. Lucie	6	7	5	7	7	4	7	8	8	5	7	8	6	4	6.25	6.50	6.80	4.00	<b>6.54</b>
Emerald Coast Marine Institute	Okaloosa	7	7	7	7	6	6	7	6	7	6	6	6	7	6	7.00	6.25	6.40	6.00	<b>6.54</b>
PACE Alachua	Alachua	8	6	8	NA	5	7	8	3	8	7	5	7	7	7	7.33	5.75	6.80	7.00	<b>6.58</b>
PACE Manatee	Manatee	7	7	2	NA	8	7	8	4	8	7	8	6	7	5	5.33	6.75	7.20	5.00	<b>6.58</b>
Tampa Marine Institute	Hillsborough	7	7	7	7	6	6	7	8	7	5	7	7	5	5	7.00	6.75	6.20	5.00	<b>6.62</b>
PACE Escambia-Santa Rosa	Escambia	7	7	7	7	7	5	7	7	8	4	5	8	7	5	7.00	6.50	6.40	5.00	<b>6.62</b>
Orlando Marine Institute	Orange	6	7	7	7	7	7	5	7	8	5	7	7	7	5	6.75	6.50	6.80	5.00	<b>6.69</b>
PACE Pasco	Pasco	6	7	7	7	7	6	8	6	8	5	5	8	7	7	6.75	6.75	6.60	7.00	<b>6.69</b>
New Port Richey Marine Institute	Pasco	7	7	7	7	6	6	8	6	7	7	6	6	7	5	7.00	6.50	6.60	5.00	<b>6.69</b>
PACE Broward	Broward	6	5	6	7	8	7	7	7	8	5	8	7	7	5	6.00	7.25	7.00	5.00	<b>6.77</b>
Dade Marine Institute- North	Dade	7	7	6	8	6	6	8	7	8	5	6	7	7	5	7.00	6.75	6.60	5.00	<b>6.77</b>
PACE Marion	Marion	7	7	7	8	8	6	8	7	8	5	5	7	8	7	7.25	7.25	6.60	7.00	<b>7.00</b>
PACE Pinellas	Pinellas	6	8	7	8	7	7	7	7	7	6	7	7	7	5	7.25	7.00	6.80	5.00	<b>7.00</b>
PACE Immokalee	Collier	7	7	7	8	7	7	8	7	7	5	7	7	8	8	7.25	7.25	6.80	8.00	<b>7.08</b>
PACE Volusia-Flagler	Volusia	8	7	8	NA	8	7	7	7	8	NA	NA	8	7	7	7.67	7.25	7.25	7.00	<b>7.36</b>

Program Name	School District	Indicator									Educational Standard				Overall Score
		1	2	3	4	5	6	7	8	9	1	2	3	4	
<b>Detention</b>															
St. Lucie Detention Center	St. Lucie	1	1	5	2	5	3	5	4	4	1.00	3.50	4.25	4.00	<b>3.25</b>
Duval Regional Juvenile Detention Center	Duval	3	5	3	4	3	5	5	5	3	4.00	3.50	4.50	3.00	<b>4.13</b>
Orange Regional Juvenile Detention Center	Orange	5	5	2	5	2	6	5	7	4	5.00	3.50	5.00	4.00	<b>4.63</b>
Leon Regional Juvenile Detention Center	Leon	6	5	7	5	4	7	5	5	7	5.50	6.00	5.25	7.00	<b>5.50</b>
Alachua Regional Juvenile Detention Center	Alachua	4	6	5	4	7	6	6	7	5	5.00	4.50	6.50	5.00	<b>5.63</b>
SW Florida Regional Juvenile Detention	Lee	5	3	7	5	7	8	7	5	6	4.00	6.00	6.75	6.00	<b>5.88</b>
Osceola Regional Juvenile Detention Center	Osceola	4	5	7	5	7	6	7	7	5	4.50	6.00	6.75	5.00	<b>6.00</b>
Palm Beach Regional Juvenile Detention Center	Palm Beach	5	7	5	7	7	7	5	5	7	6.00	6.00	6.00	7.00	<b>6.00</b>
Escambia Regional Juvenile Detention Center	Escambia	6	7	6	6	7	5	7	8	7	6.50	6.00	6.75	7.00	<b>6.50</b>
St. Johns Regional Juvenile Detention Center	St. Johns	6	7	7	6	8	6	6	6	6	6.50	6.50	5.60	6.00	<b>6.50</b>
Volusia Regional Detention Center	Volusia	5	7	6	8	6	8	7	6	8	6.00	7.00	6.75	8.00	<b>6.63</b>
Pasco Regional Juvenile Detention Center	Pasco	7	7	7	7	6	8	5	7	7	7.00	7.00	6.50	7.00	<b>6.75</b>
Dade Regional Juvenile Detention Center	Dade	7	7	7	8	6	6	7	6	8	7.00	7.50	6.25	8.00	<b>6.75</b>
Broward Regional Juvenile Detention Center	Broward	7	7	6	8	8	6	7	6	7	7.00	7.00	6.75	7.00	<b>6.88</b>
Manatee Regional Juvenile Detention Center	Manatee	6	7	6	6	7	8	8	8	6	6.00	6.00	7.75	6.00	<b>6.88</b>
Pinellas Regional Juvenile Detention Center	Pinellas	6	7	8	7	7	7	7	6	7	6.50	7.50	6.75	7.00	<b>6.88</b>
Polk Regional Juvenile Detention Center	Polk	7	7	6	7	7	7	7	7	7	7.00	6.50	7.00	7.00	<b>6.88</b>
Brevard Regional Juvenile Detention Center	Brevard	6	7	8	6	8	7	7	6	6	6.50	7.00	7.00	6.00	<b>6.88</b>

Juvenile Justice Educational Enhancement Program

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Program Name	School District	Indicator									Educational Standard				Overall Score
		1	2	3	4	5	6	7	8	9	1	2	3	4	
<b>Detention</b>															
Marion Regional Juvenile Detention Center	Marion	7	7	7	7	8	7	7	6	7	7.00	7.00	7.00	7.00	<b>7.00</b>
Hillsborough Regional Juvenile Detention Center- East	Hillsborough	7	7	7	7	7	8	6	7	7	7.00	7.00	7.00	7.00	<b>7.00</b>
Monroe Regional Juvenile Detention Center	Monroe	7	7	7	7	8	NA	NA	8	7	7.00	7.00	7.00	7.00	<b>7.00</b>
Okaloosa Regional Juvenile Detention Center	Okaloosa	7	8	8	6	7	6	7	7	7	7.50	7.00	6.75	7.00	<b>7.00</b>
Seminole Regional Juvenile Detention Center	Seminole	7	5	6	8	7	NA	NA	7	7	6.00	7.00	7.67	7.00	<b>7.00</b>
Bay Regional Juvenile Detention Center	Bay	5	6	8	7	8	8	8	7	8	5.50	7.50	7.75	8.00	<b>7.13</b>
Hillsborough Regional Juvenile Detention - West	Hillsborough	5	7	7	7	8	8	8	7	8	6.00	7.00	7.75	8.00	<b>7.13</b>
Collier Regional Juvenile Detention Center	Collier	7	7	8	8	7	9	7	7	7	7.00	8.00	7.50	7.00	<b>7.50</b>



## Appendix B 2008-2009 Programs by Security Level

<i>Detention</i>
Alachua Regional Juvenile Detention Center
Bay Regional Juvenile Detention Center
Brevard Regional Juvenile Detention Center
Broward Regional Juvenile Detention Center
Collier Regional Juvenile Detention Center
Dade Regional Juvenile Detention Center
Duval Regional Juvenile Detention Center
Escambia Regional Juvenile Detention Center
Hillsborough Regional Juvenile Detention - West
Hillsborough Regional Juvenile Detention Center- East
Leon Regional Juvenile Detention Center
Manatee Regional Juvenile Detention Center
Marion Regional Juvenile Detention Center
Monroe Regional Juvenile Detention Center
Okaloosa Regional Juvenile Detention Center
Orange Regional Juvenile Detention Center
Osceola Regional Juvenile Detention Center
Palm Beach Regional Juvenile Detention Center
Pasco Regional Juvenile Detention Center
Pinellas Regional Juvenile Detention Center
Polk Regional Juvenile Detention Center
Seminole Regional Juvenile Detention Center
St. Johns Regional Juvenile Detention Center
St. Lucie Detention Center
SW Florida Regional Juvenile Detention
Volusia Regional Detention Center
<i>Day Treatment</i>
Dade Marine Institute- North
Dade Marine Institute South
Daniel Academy
Eckerd Leadership Program
Emerald Coast Marine Institute
Escambia Bay Marine Institute
Florida Ocean Science Institute
Gainesville Wilderness Institute
Gulf Coast Marine Institute North
Gulf Coast Marine Institute South
Home Builders Institute- Orange
Jacksonville Marine Institute
Jacksonville Youth Center
New Port Richey Marine Institute
Orlando Marine Institute
PACE Alachua
PACE Broward
PACE Escambia- Santa Rosa
PACE Hillsborough
PACE Immokalee
PACE Jacksonville
PACE Lee
PACE Leon
PACE Manatee
PACE Marion

<b>Program Name</b>
PACE Orange
PACE Palm Beach
PACE Pasco
PACE Pinellas
PACE Polk
PACE Treasure Coast
PACE Volusia-Flagler
Palm Beach Marine Institute
Panama City Marine Institute
Pinellas Marine Institute
Rainwater Center for Girls
Southwest Florida Marine Institute
Tallahassee Marine Institute
Tampa Marine Institute
Volusia County Marine Institute
<b>Residential</b>
<b>Low-Risk</b>
Brevard Group Treatment Home
Eckerd Youth Academy
Peace River Youth Academy
Short-Term Education Program (STEP North)
Mixed Mod & Low
Eckerd Youth Challenge
<b>Moderate-Risk</b>
Adolescent Residential Center (ARC)
Adolescent Substance Abuse Program
Avon Park Youth Academy
Bay Point Kendall Miami Halfway House
Bay Point Schools North
Big Cypress
Blackwater STOP Camp
Bowling Green Youth Academy
Brevard Halfway House
Bristol Youth Academy
Britt Halfway House
Camp E-Kel-Etu
Camp E-Ma-Chamee
Camp E-Nini-Hasse
Collier Academy
Columbus Juvenile Residential Facility
Crossroads Wilderness
Dade Juvenile Residential Facility
Dena Thompson Academy
Dove Academy
Duval Halfway House
Falkenburg Academy
Florida Environmental Institute
Graceville Vocational Youth Center
Greenville Hills Academy & RAMC
Gulf and Lake Academy
Gulf Coast Youth Academy
Helping Ourselves Progress Effectively (HOPE)
Impact Halfway House
Joann Bridges Academy
Leslie Peters Halfway House
Liberty Wilderness

Juvenile Justice Educational Enhancement Program

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Program Name
Lighthouse Juvenile Residential Facility
Mandala Adolescent Treatment Center
Milton Girls Juvenile Residential Facility
Oaks Juvenile Residential Facility
Okaloosa Youth Academy
Panther Success Center
Pensacola Boys Base
Pines Juvenile Residential Facility
Polk Halfway House
Price Halfway House
Red Road Academy
Riverside Academy
San Antonio Boys Village
Santa Rosa Juvenile Residential Facility
Sarasota YMCA Character House
Space Coast Marine Institute
Union Juvenile Residential Facility
Vision Quest - Blue Water/Warrington
Volusia Halfway House
West Florida Wilderness Institute
Wilson Youth Academy
Women in Need of Great Strength (WINGS)
Youth Environmental Services
Mixed Mod & High-Risk
Desoto Correctional Facility
Desoto Dual Diagnosis Facility
Hastings Youth Academy
MATS Sex Offender Program & Halfway House
Okaloosa Youth Development Center
High-Risk
Broward Intensive Halfway House
Dozier Training School
Eckerd Youth Development Center
Hillsborough Academy- Intensive Residential Treatment (IRT)
Marion Juvenile Correctional Facility
Orange Youth Development Center (Orange Youth Academy)
Palm Beach Juvenile Correctional Facility
Palmetto Youth Academy
Three Springs Sex Offender Program
Tiger Serious Habitual Offender Program (SHOP)
Walton Learning Shop/IHWH
Mixed High & Maximum-Risk
Cypress Creek Juvenile Facility
Kissimmee Juvenile Correctional Facility
Monticello New Life
Okeechobee Juvenile Offender Correctional Center
Maximum-Risk
Apalachicola Forest Youth Academy
DCF
Jackson Juvenile Offender Correction Center





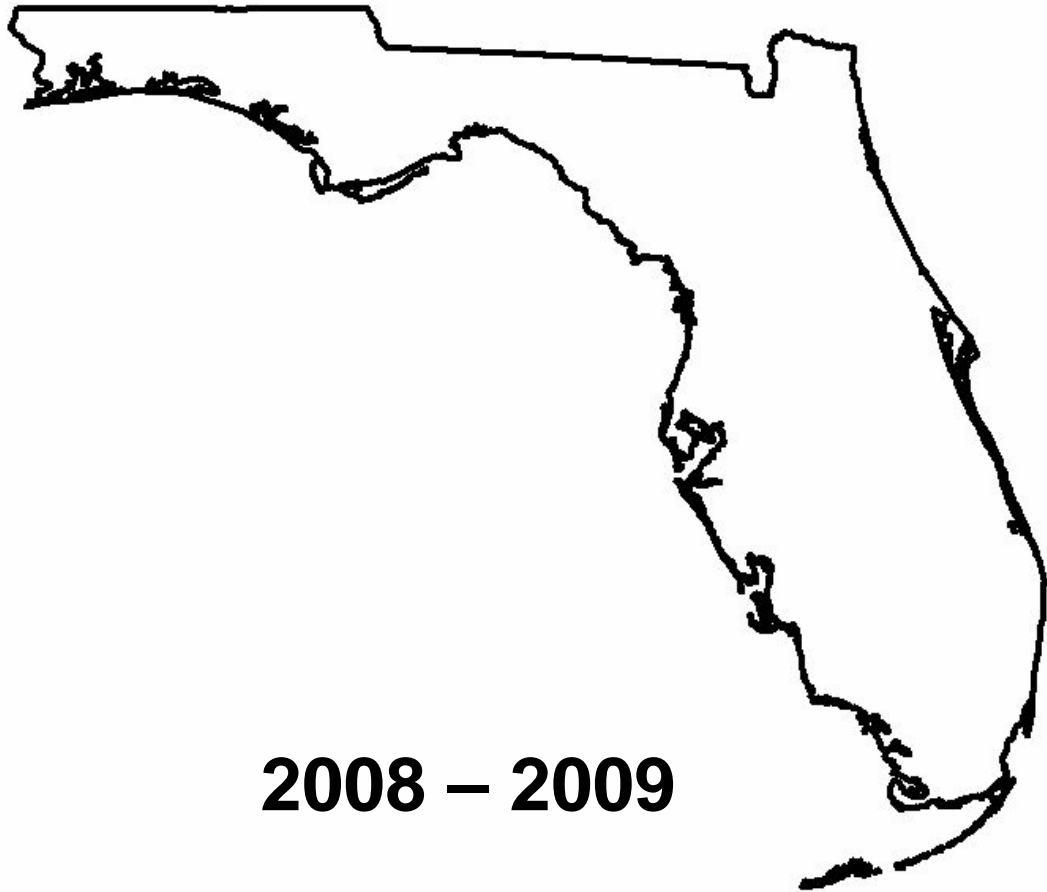
# Educational



# Quality Assurance Standards

## Residential

## Juvenile Justice Commitment Programs



**2008 – 2009**

Bureau of Exceptional Education and Student Services • Division of K-12 Public Schools  
Florida Department of Education

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**2008 – 2009**

**Educational  
Quality Assurance  
Standards**

*for*

**Residential  
Juvenile Justice  
Commitment Programs**

This product was developed by the Juvenile Justice Educational Enhancement Program (JJEEP), which is a special project funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B, and Title V of the Elementary and Secondary Education Act.

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## Preface

### Quality Assurance for Juvenile Justice Educational Programs

The Juvenile Justice Educational Enhancement Program (JJEPP) conducts annual quality assurance (QA) reviews of educational programs in Florida's juvenile justice facilities. JJEPP is funded by the Florida Department of Education (DOE), Bureau of Exceptional Education and Student Services, through a grant to the College of Criminology and Criminal Justice at Florida State University.

### JJEPP Mission Statement

JJEPP's mission is to ensure that each student who is assigned to a Department of Juvenile Justice (DJJ) program receives high-quality, comprehensive educational services that increase that student's potential for future success.

JJEPP's four main functions are to:

- Conduct research that identifies the most promising educational practices
- Conduct annual QA reviews of the educational programs in Florida's juvenile justice facilities
- Provide technical assistance to improve the various educational programs
- Provide annual recommendations to the DOE that are ultimately aimed at ensuring the successful transition of students back into community, school, and/or work settings

### JJEPP Vision Statement

The vision of the DOE and the JJEPP is for each provider of educational services in Florida's juvenile justice facilities to be of such high quality that all young people who make the transition back to their local communities will be prepared to return to school, work, and home settings as successful and well-educated citizens.

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## Introduction

Quality Assurance (QA) reviews are a valuable method of assisting providers and school districts with achieving, evaluating, and maintaining high-quality educational programs in juvenile justice facilities. Each year at statewide conferences and meetings, Juvenile Justice Educational Enhancement Program (JJEED) and Department of Education (DOE) staff solicit input from school districts and providers for annual revision of the QA standards. Before the new QA review cycle begins, school district contract managers, lead educators, and private provider personnel are invited to participate in regional meetings or conference calls with JJEED staff to discuss changes in the standards.

Educational QA standards are developed for each of the three types of juvenile justice facilities:

- Residential commitment programs
- Day treatment (prevention, intensive probation, and conditional release)
- Detention centers

**This document contains only the standards used to evaluate educational programs in residential commitment facilities.** Residential commitment programs include low, moderate, high, and maximum risk Florida juvenile justice programs in which students temporarily reside while committed to the Department of Juvenile Justice (DJJ).

To obtain the publications detailing the standards for *day treatment* programs and *detention* centers, contact the entities listed on the inside front cover of this publication or download them from the JJEED Web site at <http://www.criminologycenter.fsu.edu/>.



## History of the Educational QA Standards

In 1995, Florida Department of Education (DOE) staff developed the first set of quality assurance (QA) standards to encourage continuous improvement in juvenile justice educational programs. One set of standards for all types of programs was drawn from exceptional student education (ESE) performance standards and statutory authority. The standards focused on administration and each program's philosophy, procedures, and approach to education. The standards were revised in 1996 and 1997.

In 1998, the project was awarded to the Florida State University School of Criminology and Criminal Justice, resulting in the creation of the Juvenile Justice Educational Enhancement Program (JJEED). During that year, JJEED conducted an extensive literature review on promising and best educational practices for delinquent and at-risk youths and hosted five regional meetings to obtain input from practitioners in the field.

A new set of standards, based on the results of the literature review and input from practitioners, was developed for the 1999 QA review cycle. Early in 1999, JJEED, the Office of Program Policy Analysis and Government Accountability (OPAGA), and the Juvenile Justice Accountability Board (JJAB) submitted reports to the Florida Legislature, which resulted in the enactment of *HB 349*. This legislation addressed numerous requirements for juvenile justice education, including the creation of *Rule 6A-6.05281, Florida Administrative Code (FAC.), Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs*.

The 2000 QA standards were modified to address these new requirements, including contract management, year-round schooling, and other educational accountability issues. The 2001 QA standards addressed new legislative requirements, including adult and career education. Minor revisions occurred in 2002 and 2003 based on input from school districts and provider practitioners. The standards have continued to be revised each year based on ongoing best practice evaluation research and new legislative requirements.

In 2001, President George W. Bush signed the *No Child Left Behind Act* (NCLB), the reauthorization of the *Elementary and Secondary Education Act of 1965*. This legislation is having a far-reaching impact on school performance and accountability throughout the country.

In our efforts to implement NCLB systematically, JJEED plans to conduct continual research to identify evidence-based best practices in juvenile justice education. Specifically, JJEED is conducting longitudinal research and student outcome assessments of juvenile justice commitment programs as well as case studies of high- and low-performing juvenile justice educational programs. These longitudinal outcome and case study results will serve multiple purposes that include determining educational practices that lead toward improved student academic attainment and outcomes, identifying demonstration sites that exhibit these best educational practices, developing technical assistance materials for average- and low-performing programs, and making policy recommendations for statewide system improvement.

## Reference Points for Educational QA Standards

Quality Assurance (QA) standards and program evaluation are based on state and federal requirements. Although programs are required to follow all state statutes and rules, the following most directly relate to juvenile justice educational programs.

*Section 1003.428, Florida Statutes (A++ Secondary Reform)*—This bill supports transition goals, specifically, requiring students to declare a high school major, defines the Florida Ready to Work Certification Program to enhance students’ workplace skills, and defines requirements for middle school promotion, high school graduation, and professional development plans.

*No Child Left Behind Act of 2001 (NCLB), (P. L. 107-110)*—The overall purpose of this act is to ensure that every student has well-prepared teachers, research-based curricula, a safe learning environment, and a fair and equal opportunity to reach proficiency in state academic achievement standards and statewide academic assessments.

*Individuals with Disabilities Education Improvement Act of 2004 (IDEA-2004) (Section 1407, 20 U.S.C. [2004])*—IDEA promotes the concept that every child is entitled to a free appropriate public education and mandates that eligible children with disabilities have available to them specially designed instruction and related services to address their unique educational needs and prepare them for post-secondary education, employment, and independent living.

*Section 1003.51, Florida Statutes (Other Public Educational Services)*—This statute describes the State Board of Education’s role in articulating expectations for effective education programs for youth in Department of Juvenile Justice (DJJ) programs and identifies the requirement for QA of all juvenile justice education programs.

*Section 1003.52, Florida Statutes (Educational Services in Department of Juvenile Justice [DJJ] Programs)*—This statute describes the importance of educational services for students in juvenile justice facilities and outlines the Department of Education (DOE) and the DJJ responsibilities that pertain to the provision of these services.

*Section 1003.53, Florida Statutes (Dropout Prevention and Academic Intervention)*—This statute describes alternative education programs and eligibility criteria for students to attend these programs.

*Florida Course Code Directory and Instructional Personnel Assignment—The State Board of Education Rule 6A-1.09441, FAC.*, requires that programs and courses funded through the Florida Education Finance Program offered for credit be listed in the *Course Code Directory*.

*Section 504 of the Rehabilitation Act, Nondiscrimination under Federal Grants and Programs*—Section 504 mandates a free appropriate education, including individually designed programs for applicable students. “Appropriate” means an education comparable to the education provided to nondisabled students. A student is eligible for Section 504 services as long as he/she has a physical or mental impairment that substantially limits a major life activity, which includes but is not limited to caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Exceptional student education (ESE) and non-ESE students may receive Section 504 services.

*Rule 6A-6.05281, FAC. (Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs)*— This rule relates to the many areas juvenile justice educational programs are required to address that include, but are not limited to, student eligibility, ESE, content and transfer of student records, student assessment, individual academic plan (IAP) development, transition services, academic expectations, qualified teachers, funding, contracts with private providers, intervention/sanctions, and interagency collaboration. Many of the educational QA standards are derived from this rule.

## Quality Assurance Review Methods

### QA Review Protocol

The 2008-2009 quality assurance (QA) reviews are based on self-reported information and a two- to three-day on-site visit. Larger programs may require a longer review with a team of reviewers, including peer reviewers as needed. When the Department of Juvenile Justice (DJJ) reviews and the Juvenile Justice Educational Enhancement Program (JJEPP) educational reviews are conducted simultaneously, all of the reviewers discuss their findings.

The on-site review focuses on student services and ensures that state and federal laws regarding juvenile justice education are being implemented appropriately. Reviewers conduct ongoing debriefing conversations with educational personnel regarding preliminary findings, recommendations, and clarifications of any issues related to the review outcome. This provides the opportunity for the program to identify problematic areas and present additional information that may impact their preliminary ratings.

Reviewers conduct a formal exit meeting on the final day of the review to present findings and preliminary (*Superior, Satisfactory, or Partial*) ratings. Numerical scores are not assigned at this meeting.

### Self-Reporting

Much of the information required for rating QA standards is provided in each program's self-report and supporting documentation. All programs (regardless of exemplary status) are required to submit pertinent self-report information and supporting documents to the JJEPP offices by July 18, 2008.

**Failure to submit self-report information in a timely manner may negatively affect the QA rating of the indicator for school district monitoring, accountability, and evaluation.**

Self-reported information is confirmed and/or updated via telephone conversations with the program's lead educator and/or school district contract manager the week prior to the on-site visit. Final verification of the accuracy of this self-report information is made during the on-site QA review.

Requested self-report information may include teacher certifications and qualifications, professional development training records, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, program type, and age range of students), school names and numbers under which diplomas are reported, course offerings, class schedules, bell schedules, school calendars, and sample educational forms.

For complete information on self-reporting requirements and timelines, visit the JJEPP Web site at <http://www.criminologycenter.fsu.edu/> or contact JJEPP at (850) 414-8355.

## Exemplary Programs

In 2005, the Juvenile Justice Educational Enhancement Program (JJEED) instituted a process of assigning *exemplary* status to acknowledge high performing programs based on previous overall quality assurance (QA) scores.

**Exemplary programs are required to submit all self-report information** and participate in a review of only the critical benchmarks, which are rated *pass* or *fail*. Deficiencies and recommendations regarding one failed benchmark are addressed in the QA report.

Exemplary programs that fail more than one critical benchmark lose their exemplary status and receive a full on-site QA review the same year, and all exemplary programs participate in a full educational QA review the year following a change in the educational provider.

**Exemplary I—An educational program with an overall average QA score of 7.0 or higher** receives *Exemplary I* status and will not have an on-site QA visit for one year. A JJEED reviewer will call the school district contract manager to confirm the program's self-report information. During the subsequent second and third years, these programs will submit self-reports and receive one-day reviews of only critical benchmarks.

**Exemplary II—An educational program with an overall average QA score of 6.5 or higher** receives *Exemplary II* status and will participate in abbreviated (one-day) reviews of only the critical benchmarks for the next two years.

For state agency and annual reporting purposes, the QA scores for those programs that receive exemplary status are carried over each year for the duration of their exemplary status until they receive another full educational QA review.

## QA Review Methods

The JJEED QA review process is evidence-based, using the same data sources to evaluate the quality of educational services provided in each Department of Juvenile Justice (DJJ) educational program. To determine QA ratings, reviewers consider the preponderance of evidence from multiple sources, such as self-report documents; files maintained on site; interviews of educational program and school district administrators, support personnel, teachers, and students; and observation of classrooms, educational activities, and services.

Daily communication with stakeholders is a crucial component of the on-site review; discussion of preliminary findings occurs informally throughout the review process. Reviewers identify issues, make recommendations, and answer questions related to educational standards. This provides all stakeholders the opportunity to identify problematic areas and provide the reviewer with additional information that may impact the preliminary ratings.

Recommendations and commendations, as appropriate, are identified in the QA report mailed to the school district superintendent, the school district contract manager, and the lead educator.

## QA Rating Guidelines

The educational QA process evaluates the quality of educational services provided to students since the last QA review or for the entire year, depending on the review schedule. External factors affecting educational quality may be identified in the QA report. Educational personnel should retain documentation to verify situations or circumstances beyond the control of the educational provider and the school district.

Preliminary QA ratings presented on the last day of the on-site review are subject to final determination upon review by additional Juvenile Justice Educational Enhancement Program (JJEPP) staff and Department of Education (DOE) personnel. To ensure consistency among reviewers, at least two other JJEPP reviewers and the QA review director reviews each QA report.

Prior to assessing the **overall quality** of an indicator, reviewers determine whether minimum requirements are met in each benchmark. Failure to meet minimum requirements for a single **critical** benchmark (identified by boldfaced type) results in a *Partial* or *Nonperformance* (3-0) rating.

These 11 benchmarks have been identified as **critical** to satisfactory performance:

<b><u>1.1</u> Enrollment</b>	<b><u>8.2</u> Exceptional student education (ESE) process</b>
<b><u>2.1</u> Entry academic assessment</b>	<b><u>9.1</u> Adequate instructional time</b>
<b><u>3.1</u> Individual academic plans (IAPs)</b>	<b><u>10.1</u> Teacher certification</b>
<b><u>3.3</u> Individual educational plans (IEPs)</b>	<b><u>13.2</u> Data management</b>
<b><u>5.2</u> Substantial academic curriculum</b>	<b><u>13.6</u> Contract management oversight</b>
<b><u>6.1</u> Explicit reading instruction</b>	

Additionally, an indicator may receive a *Partial* rating (even if all critical benchmarks are met) if the overall quality of the indicator is not satisfactory. Failure to meet minimum requirements for a single *noncritical* benchmark results in an indicator rating of no higher than a *Satisfactory 5*.

## QA Rating Scale

### ***Superior Performance – Rating of 7, 8, or 9***

The expected outcome of the indicator is clearly being met; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

### ***Satisfactory Performance – Rating of 4, 5, or 6***

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

### ***Partial Performance – Rating of 1, 2, or 3***

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

### ***Nonperformance – Rating of 0***

The expected outcome of the indicator is clearly not being addressed.

If a school district contract manager or educational provider feels the educational QA review was conducted unfairly, he/she may submit a letter to the JJEPP QA Review Director stating specific concerns. JJEPP and DOE staff, as necessary, will address these concerns, and the QA review director will notify the school district contract manager and the educational provider of the outcome.

## System Improvement Process

The purpose of the system improvement process is for the Juvenile Justice Educational Enhancement Program (JJEED) staff to increase time for technical assistance (TA) to lower-performing programs to improve their educational services and student performance. To meet this goal, JJEED and the Department of Education (DOE) have developed and implemented a comprehensive system of corrective action and TA. Technical assistance, which is guided by research in current best practices, is integrated into all of JJEED's activities.

### Procedures to address deficiencies that do not require corrective action

The JJEED reviewer will report deficiencies that may result in a failing indicator score(s) to the educational program and school district personnel present at the exit meeting the last day of the quality assurance (QA) review.

- Programs that receive a *Partial* (0 to 3) rating in any indicator, but receive *Satisfactory* standard ratings, will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from DOE.
- Programs should utilize all available resources (i.e., school district and DOE resources) to assist them in correcting deficiencies.
- The school district and the program are expected to address all deficiencies and corresponding recommendations noted in the QA report prior to the following year's QA review.

### Corrective Action Process

This process facilitates the collaborative efforts of program and school district personnel to identify and correct systemic problems that are contributing to unsatisfactory QA ratings.

**Programs** that receive a below satisfactory rating in one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

**School districts** that receive a below satisfactory rating for Standard 4 for two or more consecutive years will receive a CAP.

To complete a CAP, programs and/or school districts must establish a corrective action team that includes the lead educator, the school district contract manager (or official designee), and others who relate to the identified areas requiring corrective action. JJEED and DOE staff provide assistance as needed.

**The school district is responsible for ensuring that CAPs are completed and returned to JJEED within 90 days of the date of the official notification letter from DOE.** School districts must meet the State Board of Education (SBE) rule timelines for the implementation of CAPs.

If a program fails to submit its CAP by two weeks after the due date, the QA review director sends a letter informing the lead educator, the contract manager, the school district superintendent, and the DOE that the CAP has not been submitted. DOE staff will send a follow-up letter to the contract manager and the superintendent if a response has not been received four weeks after the original CAP due date.

The school district superintendent verifies that the CAP has been implemented by signing the CAP implementation form and submitting it to the QA director at JJEED. This form must be submitted within six months of the date of the official notification letter from DOE.

JJEEP staff conduct a final follow-up of corrective action plan (CAP) implementation during the following year’s quality assurance (QA) review and note in their QA reports progress that school districts and programs are making in areas identified in their CAPs.

Programs that fail overall or fail the same standard two consecutive years will receive more intensive follow-up or assistance from the Department of Education (DOE).

The following tables outline the corrective action process for programs and school districts.

<b>Program CAPs</b>		
<b>QA Review Cycle</b>	<b>Trigger</b>	<b>Action</b>
Year 1	Fail Standard 1, 2, or 3	CAP required
Year 2	Fail the same standard for two consecutive years	CAP required DOE notified to provide assistance/intervention and/or sanctions
Year 3+	Fail the same standard for three (or more) consecutive years	CAP required Program remains on DOE list for assistance/intervention and/or sanctions

<b>School District CAPs</b>		
<b>QA Review Cycle</b>	<b>Trigger</b>	<b>Action</b>
Year 1	Fail Standard 4	Deficiencies noted in QA report
Year 2	Fail Standard 4 for two consecutive years	CAP required
Year 3	Fail Standard 4 for three consecutive years	CAP required DOE notified to provide assistance/intervention and/or sanctions
Year 4+	Fail Standard 4 for four (or more) consecutive years	CAP required School district remains on DOE list for assistance/intervention and/or sanctions

JJEEP and/or DOE staff will provide TA to a program and/or a school district required to complete a CAP.

Most TA is provided during the on-site QA review and through the recommendations in the written QA reports. Contact with program and school district staff is ongoing via mail, fax, telephone, and e-mail (answering questions, clarifying Florida policies, assisting programs in networking with other programs, and providing samples of exemplary forms and processes used by other Department of Juvenile Justice [DJJ] programs).

## **Technical Assistance Criteria**

### ***New Programs***

**School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEED) within 30 days of notification that a new Department of Juvenile Justice (DJJ) program is being placed in their school districts.**

To provide technical assistance (TA) a JJEED reviewer may:

1. Be assigned to a new program by the JJEED QA Training Director
2. Complete a TA request form and contact program and school district personnel to determine program needs and to plan the on-site visit
3. Conduct initial TA and a mock QA review and submit a written report to the QA Training Director who sends it to the Department of Education (DOE)
4. Identify needs for TA follow-up and develop a schedule for delivering support services as needed

The first full QA review for a new program should not occur earlier than six months following the mock QA review or the last on-site TA visit. (The same reviewer will not conduct both the mock QA review and the program's first full review.)

### ***Education Provider Change***

**School district representatives should inform JJEED within two weeks of notification of an educational provider change.**

A program with an educational provider change may receive TA prior to its QA review based on the identified needs of the educational program.

### ***Corrective Action Follow-up***

A program that fails one of Standards 1, 2, or 3 but has a passing overall average score (4.00 or higher) will receive a corrective action plan (CAP) and follow-up TA.

The reviewer (and peer reviewers when appropriate) will provide intervention strategies, networking, and other resources based on the needs of the program and may contact school district personnel if the program needs additional assistance.

A school district that fails Standard 4 for two consecutive years will receive a CAP and follow-up TA.

### ***Failing Programs***

A program with an average overall score of less than 4.00 will receive a CAP and a TA visit in which:

1. The JJEED reviewer and a DOE representative (as appropriate) meets with the CAP team to assist with plans to correct the deficiencies identified in the QA report
2. The reviewer may conduct a needs assessment with school district and program administrators, teachers, and students and report the results to the school district and the program
3. The reviewer conducts follow up TA as needed



## **DOE Assistance**

A program that fails the same standard for two consecutive years will receive a corrective action plan (CAP) and may receive assistance/intervention and/or sanctions by the Department of Education (DOE). A program that fails the same standard for three or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

A school district that fails Standard 4 for three consecutive years will receive a CAP and may receive assistance/intervention and/or sanctions by the DOE. A school district that fails Standard 4 for four or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

When a program and/or school district is identified as needing assistance/intervention and/or sanctions, Juvenile Justice Educational Enhancement Program (JJEPP) staff may facilitate meetings with all relevant parties, including JJEPP administrators, DOE representatives, school district officials, provider personnel, program leadership, and Department of Juvenile Justice (DJJ) staff when appropriate. Through this collaboration, programs and school districts should identify the systemic problems associated with poor performance, appropriate solutions, and parties responsible for implementation of the CAP. This process may result in a monitoring plan from the DOE.

### **Intervention and sanctions referenced in the State Board of Education Rules**

*Rule 6A-6.05281(10), Florida Administrative Code (FAC.)*, provides for intervention and sanctions.

#### ***Intervention***

- Technical assistance to the program
- Follow-up educational program review

#### ***Sanctions***

- Public release of unsatisfactory findings, assistance/interventions, and/or corrective actions proposed
- Assignment of a monitor, a master, or a management team to address identified deficiencies paid for by the local school board or private provider (if included in the contract)
- Reduction in payment or withholding of state and/or federal funds

Should these sanctions prove to be ineffective in improving the quality of the program, the State Board of Education may require further actions, including revocation of current contracts, requirements for specific provider contracts, and/or transfer of responsibility and funding for the educational program to another school district.

## Educational Standard One: Transition

The transition standard is composed of four 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 re-entry into community, school, and/or work settings.

### **Indicator 1: On-Site Transition Services**

The expected outcome of this indicator is that the program assists students with re-entry 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/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 4: Community Reintegration**

The expected outcome of this indicator is that transition planning activities are designed and implemented to facilitate students' transition from a Department of Juvenile Justice (DJJ) program to the community, which may include school, peer groups, employment, and family reintegration.

## Indicator 1: On-Site Transition Services

### Notes

#### Intent

The expected outcome of this indicator is that the juvenile justice school assists students with re-entry into community, school, and/or work settings through guidance and transition services.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program has transition activities that include:

- 1.1** Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)
- 1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, “major” areas of interest, post-secondary opportunities, and educational status and progress
- 1.3 Documenting that an educational representative who is familiar with the students’ performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- 1.4 Documenting transmittal of students’ educational exit packets to the transition contacts in their receiving school districts **prior** to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)

**Benchmark 1.2 and the reading enrollment requirement are not applicable to programs that only serve students fewer than 40 calendar days. For programs serving students for fewer than 40 calendar days, the educational component may be limited to tutorial activities and career employability skills.**

#### QA Review Methods

- Review all self-report information
- Review current educational files, closed files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), progress monitoring plans, IAPs, transition plans, and other appropriate documentation
- Interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students

## Clarification

Educational staff should access students' educational records in their commitment packets prior to requesting records from their previous placements. Documented records requests (by fax or electronic access) must be made within five school days of student entry, and follow-up requests should be made as needed. (Fax transmittal receipts should be retained.) Electronic educational records maintained on site are acceptable.

Out-of-county students' records should be requested through multiple sources, such as the Florida Automated System for Transferring Educational Records (FASTER), juvenile probation officers, detention centers, previous school districts, and/or students' legal guardians. Records requested should include current transcripts, academic plans, withdrawal forms, progress monitoring plans, entry/exit assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records.

Programs must provide courses for credit and/or student progression leading toward high school graduation throughout the 250-day school year, including summer school. Middle school students must be enrolled in language arts, math, science, and social studies.

All middle and high school students who scored Level 1 in reading on the Florida Comprehensive Assessment Test (FCAT) must be enrolled in intensive reading courses until they score at least a Level 2 or have completed a credit in intensive reading during the current school year. *Disfluent* Level 2 middle and high school students must be served in an intensive reading course taught by a teacher who has reading certification or endorsement; *fluent* Level 2 students may be served in a content area course taught by a teacher who has reading certification or endorsement or has completed the Florida Online Reading Professional Development (FOR-PD) or other version of the school district-approved Reading Endorsement Competency 2 and the Content Area Reading Professional Development (CAR-PD) Academy. Students who score Level 3 or higher should not be enrolled in an intensive reading course unless the school district comprehensive reading plan indicates otherwise. If FCAT scores are unavailable, students' enrollment in reading should be determined by following the criteria in the school district comprehensive reading plan or the Just Read, Florida! Student Reading Placement chart at <http://www.justreadflorida.org/educators.asp>. **All students in grades 11 and 12 who have not passed the FCAT reading test must be enrolled in an intensive reading course.**

Intensive math, intensive English, and reading courses are for elective credit only. Only those students who are eligible to graduate but have not passed the FCAT may take these courses instead of science and social studies. Graduation requirements now include four credits in math and selection of a major area of interest beginning with 9th grade students enrolled in 2007.

All students should have easy and frequent access to comprehensive guidance/advising services. Students should be able to articulate their credits earned, grade levels, and diploma options. Students interested in obtaining a General Educational Development (GED) diploma should receive counseling regarding the benefits and limitations of this option.

Educational representatives should document their participation in exit transition meetings in person or via written input. Transition contacts in students' receiving school districts determine students' next educational placements based on the school district's transition protocol. The program should forward students' educational records to the transition contacts, the parents, and the re-entry counselors (as appropriate). For school district transition contacts information, access <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>.

Documentation of transmittal of all the required information might include management information system (MIS) transmittal, certified mail receipts, fax transmittal verifications, and/or signatures of receipt. Academic history screens, handwritten credits, or verbal assurances of grade promotions are not acceptable. Students' withdrawal grades should be averaged into their current semester grades from the program and one-half credit should be awarded as appropriate (see Florida Statute 1003.436). Cumulative transcripts must be requested after students' exit meetings 14 days prior to their exit and transmitted to the transition contacts.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 2: Testing and Assessment

### Notes

### 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 students' individual needs and that exit assessments are used to evaluate the performance of students in juvenile justice schools.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program's testing and assessment practices include administering:

- 2.1** The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility
- 2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility
- 2.3 The BASI for reading, language arts, and mathematics to **all exiting students who have been in the program for 45 or more school days** and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS

**Programs that serve students fewer than 45 school days are not required to administer the BASI but should administer an appropriate entry assessment for reading, writing/language arts, and math for instructional planning.**

**Benchmarks 2.2 and 2.3 are not applicable to programs that only serve students fewer than 40 calendar days.**

### QA Review Methods

- Review student educational files, assessments, 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 should administer the designated common assessment according to the administrative guidelines to students who enter the facility after July 1, 2006. The BASI assessment should **only** be administered at entry, at exit, and at students' one-year anniversary date of enrollment as appropriate. Programs may use prior results from the same assessment if they are recent (according to the assessment's administrative guidelines) and if the program's instructional personnel determine that the scores are accurate. Assessments 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. All academic assessments must be administered according to the test publisher's guidelines and in an appropriate testing environment by a trained administrator.

To diagnose students' needs and accurately measure students' progress, academic and career assessments should be aligned with the program's curriculum. Instructional personnel should have access to assessment results regarding students' needs, abilities, and career interests and aptitudes. Career assessment results should be used to determine student placement in career and technical programming, when appropriate, and to guide students in career decision making.

Career assessments administered should be based on students' current career awareness and address students' varying ability levels. Students under the age of 12 are not required to complete a career assessment. Students who have earned a high school or a General Educational Development (GED) diploma should be administered a career assessment.

The same academic assessments administered at entry should be used to assess all students exiting the program except for students who earn a diploma while at the program. Exit assessments are required for all students who spend 45 or more school days in the program. Students in long-term (more than one year) commitment programs should be administered an exit test using the common assessment on an annual basis as long as he/she has 45 or more school days remaining at the program. If a student has fewer than 45 school days remaining, the program should only administer an exit test to the student.

If a student re-offends within 30 days of exit from the program, the youth's exit assessment should be used as the entry assessment in the next placement. Students who transfer to another Department of Juvenile Justice (DJJ) program after spending at least 45 school days in the program should be administered an exit assessment; in this case, the exit assessment results may be used as the entry assessment scores at the new program and should be entered into the MIS at the new program. Existing entry assessment scores for students transferred within 45 school days may be used at the new program. **Unanticipated transfers should be documented to indicate that exit testing was not possible.**

Programs should use the growth scale value for management information system (MIS) reporting.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 3: Student Planning

## Notes

### Intent

The expected outcome of this indicator is that planning is designed and implemented to maximize students' academic achievement and success in transitioning back to their communities and schools.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program has individual student planning activities that include:

- 3.1** Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that
- Are based on entry assessments, past records, and post-placement goals
  - Are developed within 15 school days
  - Include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas
  - Include at least two short-term objectives per goal
  - Identify remedial strategies
  - Include a schedule for determining progress
- 3.2 Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed
- 3.3** Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs
- 3.4 Documenting students' progress toward meeting their IEP goals and providing IEP progress reports to parents as often as progress reports are sent home for all students
- 3.5 Developing electronic Personalized Education Plans (ePEPs) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org

**Benchmark 3.2 and the requirement for short-term objectives, remedial strategies, and a schedule for determining progress on students' IAPs do not apply to programs serving students fewer than 40 calendar days.**

### QA Review Methods

- Review student educational files, progress monitoring plans, IAPs, IEPs, ePEPs, treatment files, and other appropriate documentation
- Interview instructional, guidance, and transition personnel, other appropriate personnel, and students
- Observe students' exit staffings and treatment team meetings, when possible

## Clarification

*Rule 6A-6.05281, FAC.* requires that all Department of Juvenile Justice (DJJ) commitment, day treatment, or early delinquency intervention programs develop individual academic plans (IAPs) that include all the components listed in Benchmark 3.1. Long-term goals focus on instruction over an extended period of time (length of stay at the program) that are specific, attainable, and measurable. Entry assessment scores, past records, and post-placement goals should be used in the development of students' long-term IAP goals. Career goals should focus on career interest/employability skills assessment results.

Short-term instructional objectives are sub-steps or intermediate steps toward mastering a long-term goal. Each long-term goal should have at least two short-term objectives that specifically state what the student should know and be able to perform in relationship to the long-term goal.

IAPs must include evaluation criteria, procedures, and schedules for determining progress based on accurate assessments, resources, and instructional strategies. Additionally, remedial strategies to assist students in reaching their academic and career goals must be identified on their IAPs.

Students who have a high school diploma or the equivalent are not required to have IAPs but must be provided structured activities, such as serving as a peer tutor (if appropriate), career exploration, and participation in career/technical instruction or online college courses that address their individual needs. Career goals should be developed for these students.

Students should participate in the development, the review, and the revision of their IAPs and IEPs (individual performance contracts, treatment plans, progress monitoring plans, or other appropriate documents that include long-term educational goals and short-term instructional objectives for students). IAPs or individual educational plans (IEPs) for ESE students may substitute for progress monitoring plans if they address all of the required components.

Instructional personnel should use IAPs, IEPs, or progress monitoring plans for instructional planning and for tracking students' progress. IAPs for students performing at or above grade level must include appropriate goals and objectives but do not need to identify remedial strategies. IEPs for special education students should be individualized, include all information required by federal and state laws, and address students' academic, behavioral, and/or functional goals and objectives as appropriate. IEP short-term objectives or benchmarks should be written for students working toward the general Florida Sunshine State Standards (FSSS) based on individual school district's policies. Instructional personnel should have access to their students' IAPs/IEPs.

The students and an educational representative should participate in treatment team meetings. Written documentation of students' progress toward achieving their IAP goals should be submitted to the treatment team if an educational representative is unable to attend the meetings. Proper tracking and documentation of student progress may guide performance-based education that allows students performing below grade level to advance to their age-appropriate placements.

Middle school students' electronic Personal Education Plans (ePEPs) must be signed by the students, their teachers, the guidance counselors/academic advisors, and the parents (if possible). The plans should become a portfolio of information that students update each year with their guidance counselor. *Florida Statute Section 1003.4156* requires every middle school student to complete an ePEP on FACTS.org to be promoted to high school.

Access information and sample IAPs in the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.criminologycenter.fsu.edu/jjeep/pdf/2005%20Transition%20guidebook.pdf>.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## Indicator 4: Community Reintegration

### Notes

### Intent

The expected outcome of this indicator is that transition-planning activities are designed and implemented to facilitate students' transition from a Department of Juvenile Justice (DJJ) program to the community, which may include school, peer groups, employment, and family reintegration.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program has community reintegration activities that include:

- 4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities
- 4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, post-release educational plans, aftercare providers, job or career/technical training plans, and the parties responsible for implementing the plans

Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program

**Benchmark 4.1 requirements are not applicable to programs that only serve students fewer than 40 calendar days.**

### QA Review Methods

- Review closed files, treatment team/transition team notes, and educational exit transition plans
- Interview transition contact, guidance counselors, treatment/transition team members, other appropriate personnel, and students
- Observe students' exit staffings and treatment team meetings, when possible

## Clarification

The students, the parents/guardians, the juvenile probation officers (JPOs), the aftercare/re-entry counselors, zoned school personnel, other stakeholders, and educational representatives should participate in students' treatment/transition team meetings. All stakeholders should be informed about students' needs before they return to their home, school, and/or community settings. Education personnel and treatment staff should retain evidence of solicitation of family and community participation.

Transition services for in-county students should include contacting the school district transition contacts to identify students' appropriate next educational placements. Information provided to the transition contacts should include the student's name, date of birth, name of the sending program, expected release date, and contact information for requesting records. **Determination of students' next educational placements should be coordinated by the receiving school district's transition contact and follow the school district protocol for students transitioning from a juvenile justice or prevention program.** If the transition contact informs the sending school of a student's next educational placement prior to his/her departure from the program, efforts should be made to contact the representatives of the receiving school to ensure students' successful transition.

Transition services should address post-release activities, such as post-secondary education, career/technical education, employment, continuing and adult education, adult services, independent living, and community participation.

The students, the parents/guardians, and educational representatives should participate in exit plan development at all transition meetings in person or via telephone or e-mail. Parties responsible for implementing the exit transition plans may include the parents/guardians, the JPOs, the aftercare/re-entry counselors, the zoned school personnel, and/or mentors.

**Unanticipated transfers should be documented to indicate that exit planning was not possible.**

Access more information in the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.criminologycenter.fsu.edu/jjeep/pdf/2005%20Transition%20guidebook.pdf>.

**See the school district transition contacts list:** <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>

Each school district is responsible for updating its transition contact information.

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |

Nonperformance 0

## Educational Standard Two: Service Delivery

The service delivery standard is composed 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 re-entry into community, school, and/or work settings.

### **Indicator 5: 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 6: Reading Curriculum and Instruction**

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

### **Indicator 7: Employability and Career 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 8: Specially Designed Instruction 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 5: Academic Curriculum and Instruction

## Notes

### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program offers academic curriculum and instruction through:

- 5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate
- 5.2 A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)
- 5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs), individual educational plans (IEPs), and students’ ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students’ auditory, visual, kinesthetic, and/or tactile learning styles

**For programs with duration of fewer than 40 calendar days, the educational component may be limited to tutorial activities and career employability skills.**

### QA Review Methods

- Review students’ educational files, 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 students' individual needs and post-placement goals. Programs should prepare each student so that he/she has the opportunity to obtain a high school diploma through his/her chosen graduation program.

The General Educational Development (GED) and the GED Exit Option diploma options should be offered to students who meet the criteria. GED testing preparation materials should be available to all students who choose these diploma options and may be integrated and/or modified to best meet students' needs. Students must be at least 18 years old or (if 16 or 17 years old) have obtained an age waiver before being provided the opportunity to take the GED test.

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 or performance-based education or by offering courses at times of the day that are most appropriate for the program's planned activities.

All curricula must address students' multiple academic levels. Instructional personnel should use long-term goals and short-term instructional objectives in students' individual academic plans (IAPs) and individual educational plans (IEPs) to guide individualized instruction and to provide educational services. Teachers should have knowledge of the content of their students' IEPs/IAPs.

Individualized instruction should include direct instruction (teacher-led instruction through explanation or modeling, followed by guided practice and independent practice) and be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on activities.

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |

## Indicator 6: Reading Curriculum and Instruction

### Intent

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

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program provides reading instruction and services through:

**6.1** Explicit reading instruction that

- Addresses students’ reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans
- Includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores
- Uses curricula identified in the current school district comprehensive reading plan

6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year

6.3 Reading opportunities and literacy enrichment activities during the school day

6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to

- Determine students’ reading deficiencies in the five construct areas
- Modify students’ initial reading goals, objectives, and remedial strategies based on the assessment results

**Programs that serve students fewer than 40 calendar days are only required to meet benchmark 6.3.**

Notes

### QA Review Methods

- Review the school district comprehensive reading plan, progress monitoring data, student educational files, assessment tests, MIS records, IAPs, progress monitoring plans, and other appropriate documentation
- Interview personnel responsible for assessments, the reading teacher, other appropriate personnel, and students
- Observe educational settings, activities, and instruction to 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 do not have reading deficiencies should be provided opportunities for reading practice and enrichment activities in their regular English/language arts or reading curriculum.** These services are evaluated under Indicator 5: Academic Curriculum and Instruction.

Curriculum placement testing should be completed if required by the curriculum approved for use in the school district comprehensive reading plan.

The program's reading curricula should follow the school district comprehensive reading plan approved by Just Read, Florida! for the current school year, be age- and grade-appropriate, address the five areas of reading, and have evidence that it is effective with at-risk populations. Explicit reading instruction must be provided via a variety of strategies and should be aligned with the school district comprehensive reading plan.

Students' reading progress should be monitored at least three times per year (for Survey periods 2, 3, and 5) and reported through the Progress Monitoring and Reporting Network (PMRN) or automated student databases system. **All schools reporting through the PMRN must register at <http://www.fcrr/pmrn/index.htm> to enter progress monitoring scores; there is no automatic registration.** For more information or for assistance with PMRN registration, contact a support specialist at (850) 644-0931 or at [helpdesk@fcrr.org](mailto:helpdesk@fcrr.org).

All students should have frequent access to an abundant supply of leisure reading materials aligned with school district policy. Reading enrichment activities may include whole class novel reading with discussion, newspaper activities, book clubs, projects related to books read, reading of plays, role playing based on a book, written book reviews, and sustained silent reading.

A reading diagnostic assessment that addresses the five construct areas should be available to assess students who have reading deficiencies and have shown little improvement in reading skill development after reading intervention strategies have been implemented. (Diagnostic assessment of phonemic awareness deficiencies is not necessary for students who score at or above grade level on the phonics portion of the reading diagnostic assessment.) An individual who has had the appropriate training should be available to administer the assessment(s).

For more information on reading diagnostic assessment, please refer to *Diagnostic Instruments Appropriate for Primary and Secondary Levels* at <http://www.firn.edu/doe/bin00014/progress/diagnostic.pdf>.

### Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |



## Indicator 7: Employability and Career Curriculum and Instruction

Notes

### Intent

The expected outcome of this indicator is that students may acquire the skills necessary to transfer to a career/technical institution and/or obtain employment after his/her release.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

**Type 1 programs** provide curricular activities in educational settings based on students’ entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:

- 7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions
- 7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources
- 7.3 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings
- 7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent

**Type 2 programs** provide curricular activities in educational settings based on students’ entry assessments, IAPs, and IEPs that:

- 7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities/interests/aptitudes
- 7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements

**Type 3 programs** provide curricular activities in educational settings based on students’ entry assessments, IAPs, and IEPs that:

- 7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation
- 7.8 Offer instruction and courses for credit and follow course descriptions or career education course requirements

### QA Review Methods

- Review students’ educational files, work folders, and 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 Department of Education (DOE) and the Department of Juvenile Justice (DJJ) Multiagency State Plan for Career Education for Youth in DJJ Educational Facilities. Career education types by program are available at [http://www.djj.state.fl.us/Education/education\\_status.html](http://www.djj.state.fl.us/Education/education_status.html).

**Type I programs**—Career curriculum and activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. These should include employability and social skills instruction appropriate to students’ needs; lesson plans, materials, and activities that reflect cultural diversity; character education; and skills training related to health, life management, decision making, interpersonal relationships, communication, lifelong learning, and self-determination. Fine or performing arts should be offered to assist students in attaining the skills necessary to make a successful 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 (PCSD)
- Peer counseling
- Life management skills
- Physical education (P.E.), health, and fine arts

**Type 2 programs**—Career curriculum includes **Type 1 program course content** in addition to the areas described in these benchmarks. Exploring and gaining knowledge of a wide variety of occupational options and the levels of effort required to achieve them are essential. Prerequisite skill training refers to helping students understand the particular skills needed to be successful in specific careers. Instruction should focus on career exploration based on students’ interests and aptitudes, job seeking skills, coping capabilities, and conflict resolution.

**Type 3 programs**—Career curriculum includes **Type 1 program course content** in addition to the areas described in these benchmarks, but does not include Type 2 requirements. All students in Type 3 programs should have appropriate access to hands-on career and technical programs, direct work experiences, job shadowing, and youth apprenticeship programs, as appropriate. (Appropriateness is determined by age and behavior.) Type 3 career education programs should have evidence of career and technical curricula that offers hands-on courses and training in which students may earn certificates of completion. Occupational completion points (OCPs) can be used to document completion of career/technical education.

Students who have obtained a high school diploma or its equivalent should participate in the educational program’s employability, social, and life skills activities and career/technical programs and/or may be able to enroll in community college courses via an articulation agreement.

The Middle School Reform A++ Implementation requires that career and educational planning courses for all 7th or 8th graders include career exploration using the Choices program or a comparable cost-effective program; educational planning using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org; and completion of an electronic Personal Education Plan (ePEP).

Florida Ready to Work is an innovative, workforce education and economic development program that offers a career readiness certificate. This program provides students/jobseekers with a standard credential that certifies their workplace readiness and ability to succeed on the job. The program is funded through the State of Florida. For additional information, call (866) 429-2334 or e-mail [ReadytoWork@fldoe.org](mailto:ReadytoWork@fldoe.org).

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 8: Specially Designed Instruction and Related Services

### Notes

#### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program provides educational support services to all students as needed, including:

8.1 Documenting the initiation of the exceptional student education (ESE) process

**8.2** Completing the ESE process:

- Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate
- Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students’ goals and objectives as written
- Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings
- Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs
- Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)

8.3 Implementing specially designed instruction and related services that are outlined in students’ IEPs

8.4 Providing services as outlined in the students’ plans for English language learners (ELL), students eligible under Section 504, and gifted students

#### QA Review Methods

- Review IEPs, EPs, Section 504 plans, limited English proficiency (LEP) plans, 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 exceptional student education (ESE) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Initiation of the ESE process may include continuing ESE services for in-county students, developing course schedules based on their current individual educational plans (IEPs) and educational plans (EPs), enrolling students, recording students' attendance, notifying appropriate personnel of students who require ESE services, and notifying parents regarding IEP/EP review meetings or request to amend IEPs.

The program must document solicitation of parent involvement and reasonable notification (10–14 days prior) to attend IEP/EP meetings. The IEP/EP team must include the parents, the local education agency (LEA) representative, the students' ESE teacher, a general education teacher who teaches the students, the students (as appropriate for gifted students) beginning at age 14, and one who can interpret instructional implications of evaluation results (and who may serve in other roles as well). The meeting may be held without the parent if at least two notices were provided or if the parent responded to the first notice. The program must document (with dates) the mailing of IEPs/EPs to parents who do not attend the meetings.

According to *Rule 6A-6.03028, Florida Administrative Code (FAC.)*, IEPs must include a statement regarding diploma options for students beginning in 8th grade, planning for transition services on or before students' 14th birthday, and a statement of transition service needs. For students who are age 16, IEPs must include appropriate measurable post-secondary goals based on age-appropriate transition assessments related to training/education, employment, and independent living skills (if appropriate) and transition services (including courses of study) needed to assist the students in reaching those goals. Transition plans may be written for students before age 14 who are at risk of dropping out of school or who have significant disabilities or complex needs. The transition statements/plans in students' IEPs cannot be used in place of exit transition plans.

According to *Rule 6A-6.03028, FAC.*, and *Section 300.321 of Title 34 of the Code of Federal Regulations*, an LEA representative is a "representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district." The students' ESE teacher may also serve as the LEA representative if he/she meets the criteria; non-school district employees must obtain written approval from the school district ESE director to serve as the LEA representative.

ESE teachers cannot serve as both the ESE teacher and the general education teacher in the same classroom.

**Students who are on the special diploma track must be served in an appropriate model: co-teaching, ESE support facilitation, or self-contained classroom.** For more information on ESE service delivery models, refer to the Florida Course Code Directory.

Students who are English language learners (ELL), eligible under Section 504, or gifted and who have corresponding plans to address these needs, must be provided all of the services indicated on those plans, including mental and physical health services. Students' support and educational services should be integrated, and related services, accommodations, and modifications for appropriate students should be documented. ELL students should have current limited English proficiency (LEP) plans to address their language needs. Consultative services should be provided to instructional personnel who serve ESE students and to students in accordance with their IEPs. Consultative logs should document specifically how the student is progressing and what strategies are used to assist the student.

The decision to change services must be addressed during IEP team meetings or by following required amendment procedures based upon current, documented information regarding the students' progress and need for services. A determination regarding gifted services would be an EP team decision. The parent must be provided prior written notice of a proposed change in services before the change occurs, and the IEP/EP must be revised, as appropriate.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## **Educational Standard Three: Educational Resources**

The educational resources standard is composed of four indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and the environments 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 9: 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 10: Educational Personnel Qualifications**

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

### **Indicator 11: Professional Development and Teacher Retention**

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

### **Indicator 12: 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 9: 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program facilitates collaboration to provide:

- 9.1** A minimum of 300 minutes of daily instruction, or the weekly equivalent
- 9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities
- 9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior

**Benchmark 9.3 requirements are not applicable to programs that only serve students fewer than 40 calendar days.**

**Student participation in off-site community activities is not required for high-risk and maximum-risk programs.**

### Notes

### QA Review Methods

- Review the annual school calendar, bell schedule, faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, behavior management plan, 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

Programs must provide a minimum of 240 days per year and 300 minutes of daily instruction (or the weekly equivalent). Time for student movement is not included in the 300 minutes and should be reflected on the schedule. Facility staff and educational personnel should collaborate to ensure that students are in school on time and receive the required instructional minutes. Educational administrators should document steps taken to address issues when facility staff are not transitioning students according to the bell schedule.

Programs must develop and follow a plan to provide continued access to instruction for students who are removed from class for an extensive amount of time due to behavior problems. Exceptional student education (ESE) students who are removed from class must be able to participate in the general educational curriculum and work toward meeting their individual educational plan (IEP) goals and objectives.

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, the Department of Juvenile Justice [DJJ], the providers, and the educational and the program staff) should be ongoing to facilitate smooth operation of the educational program.

Community involvement activities should be integrated into the educational program's curriculum and can be aligned with school-to-work initiatives. Parent involvement should be evident; parents should be involved in successful transition of their student to school and/or employment. School advisory councils (SACs) should include members from the community and parents, when possible.

Community involvement activities should be documented with dates and should be from a variety of sources, such as tutors, mentors, clerical and/or classroom volunteers, career days, guest speakers, and business partners to enhance the educational program and student involvement in the community. Student volunteerism within the program and mentoring/role modeling experiences are also examples of community involvement.

Classroom management should be incorporated into 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 collaboratively by educational personnel and facility staff during instructional delivery activities.

Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Instructional personnel and facility staff members should provide positive reinforcement for appropriate student behavior. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



Notes

## Indicator 10: Educational Personnel Qualifications

### Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

All instructional personnel:

- 10.1** In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill

### QA Review Methods

- Review educational personnel files, teaching certificates, statements of eligibility, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

Instructional personnel are the persons who are delivering instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. Schools should hire and assign teachers in core academic areas according to their areas of certification. The *No Child Left Behind Act* (NCLB) establishes specific requirements for “highly qualified teachers” (HQT) in the core academic areas (English/language arts, reading, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography).

A statement of eligibility and/or an application that confirms that the applicant is *not eligible* for certification will not fulfill the requirements of this indicator.

All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds, must meet HQT requirements within the timelines prescribed in NCLB. For programs that receive Title I, Part A funds, documentation must be retained to indicate that parents have been notified by letter if their child’s teacher is teaching out-of-field for more than four weeks.

Reading teachers must have reading certification, documented evidence of the completion of the reading endorsement requirements, or documentation of the completion of at least two reading competencies for every year of teaching reading at the current program. New reading teachers should document enrollment in coursework leading toward reading endorsement or reading certification.

Teachers who pass the middle grades integrated curriculum exam may become certified to teach over 100 core courses (*excluding* reading).

Any teacher hired after the beginning of the 2006-2007 school year will not be able to use the High, Objective, Uniform State Standard of Evaluation (HOUSSE) option to meet HQT requirements. However, teachers who completed all HOUSSE requirements prior to the end of the 2006-2007 school year maintain their highly qualified status.

Programs and school districts should provide evidence that they are actively seeking qualified teachers when teacher positions are vacant or long-term substitutes are being used. Substitute teachers must be approved by the school district and comply with the requirements in Benchmark 10.1 for core academic subject areas if they fill a teacher vacancy for eight consecutive weeks or longer. After teaching eight consecutive weeks, substitute teachers must provide, at a minimum, documentation of an accepted application for teaching certification. Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications.

The use and approval of noncertified personnel to teach noncore academic subjects must be documented and based on local school board policy.

Both the program provider and the school district should have input into hiring all instructional personnel 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 the requirements of this indicator.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 11: Professional Development and Teacher Retention

### Notes

#### Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

All instructional personnel:

- 11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate
- 11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)

The educational program administration:

- 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel

#### QA Review Methods

- Review educational personnel files, training records, professional development plans, SIPs, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

A++ legislation requires that professional development plans be established by district school boards and incorporate school improvement plans.

Professional development plans are used to lead teachers toward professional growth or development. Instructional personnel should develop or have input into creating their individual plans to address their strengths and weaknesses. Professional development plans should be used as working documents and evaluation tools based on the school district's policy for human resource development.

Teachers should be provided the opportunity to attend professional development training to support their professional growth. Although routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of professional development training should be related to instructional techniques, teaching delinquent and at-risk students, and the respective content areas in which instructional personnel are assigned to teach.

All instructional personnel (including noncertified personnel) should have access and opportunity to participate in school district professional development training on a continual annual basis. Professional development should qualify for inservice points for certification renewal.

Strategies to help retain highly qualified instructional personnel may include establishing a teacher mentor program, assigning teachers to teach in their certification areas, allowing time for teachers to collaborate with their colleagues, and creating positive work conditions or incentives for teachers to work in juvenile justice facilities.

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |

## Indicator 12: Learning Environment and Resources

### Notes

#### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program’s educational environment and resources include:

- 12.1 An adequate number of instructional staff and educational support personnel
- 12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students’ ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers
- 12.3 Media materials, equipment, and technology for use by teachers and students
- 12.4 An environment that is conducive to learning
- 12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate
- 12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships

**The reading material requirements are not applicable to programs that only serve students fewer than 40 calendar days.**

#### QA Review Methods

- Review the cooperative agreement and/or contract, available media resources and technology, student-to-teacher ratio, curricula and instruction materials, Internet policy, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- Observe educational settings
- Discuss findings with the Department of Juvenile Justice (DJJ) quality assurance reviewer when possible

## Clarification

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, exceptional student education (ESE) personnel, guidance counselors, lead educators, registrars, and transition specialists. The student-to-teacher ratio should take into account the nature of the instructional activity, the diversity of the academic levels of students in the classroom, access to technology for instructional purposes, the need to individualize instruction, and the use of classroom paraprofessionals.

Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population. Leisure reading materials available should be aligned with school district policy.

Components that impact the learning environment include, but are not limited to, facilities, school climate, organization, and appropriate materials, supplies, and technology.

All students should have access to computer technology to progress toward achieving career and/or educational goals, including access to the Florida Virtual School (FLVS) when students need courses for graduation that are not offered at the program. Additionally, programs should have a policy regarding students' Internet use.

School districts and programs should collaborate to secure additional resources such as workforce development grants, on-the-job training opportunities for students, and facility, business, and community partnerships.

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |



## **Educational Standard Four: Contract Management**

The contract management standard consists of a single 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 13: 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 13: School District Monitoring, Accountability, and Evaluation

Notes

### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The school district ensures that:

- 13.1 The program submits a self-report in a timely manner
- 13.2** The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)
- 13.3 The program maintains accurate daily student attendance records in the MIS
- 13.4 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)
- 13.5 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)
- 13.6** The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program
- 13.7 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports

**The annual evaluation requirement is not applicable to charter school programs. The remainder of the indicators will be rated based on the program’s charter.**

### QA Review Methods

- 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 state assessment participation results based on state AYP calculations

## Clarification

**The school district and program personnel should collaboratively develop the self-report and review its contents for accuracy prior to submission to the Juvenile Justice Educational Enhancement Program (JJEPP) offices.**

Each program should have an individual school number that is not shared with another school, including other Department of Juvenile Justice (DJJ) schools. Only enrolled students should be reported under the program's unique school number, and adult county jail students should be reported under separate school numbers. All students' information contained in Survey 1 through Survey 5 should be reported under the same school number, and the appropriate withdrawal code should be used for all existing students.

Quality assurance (QA) reviewers verify that student information is accurately reported in the management information system (MIS). Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. 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 are reported to Department of Education (DOE) and may affect the program's QA review score.

The school district should oversee administration of the statewide assessment to ensure that all eligible students participate. **Because school districts are responsible for submitting accurate data to the DOE, they should assist programs in correcting their 2007-2008 enrollment and testing data.**

*Section 1003.52 (13), Florida Statutes (F.S.)* requires each school district to negotiate a cooperative agreement with the DJJ regarding the delivery of educational programs to students under the jurisdiction of DJJ. *Section 1003.52(11), F.S.*, also authorizes school districts to contract with private providers for the provision of DJJ educational programs. Contracts and cooperative agreements must be completed prior to the October FTE week and submitted to the DOE.

The school district contract manager (or designee) is expected to ensure that appropriate educational services are provided. The contract manager should document annual evaluation of the educational program and share the results with the lead educator. Additionally, the contract manager ensures that issues documented in QA reports are addressed in a timely manner.

The school district comprehensive reading plan must outline how the school district is planning to monitor the reading program, and the contract manager should ensure that support services identified in the plan are provided to the program.

School districts should have protocols and procedures in place that outline the re-entry services provided to students who are returning to the school district, identify persons who facilitate these services, oversee the implementation of these protocols/procedures, and collaborate with the school district transition contact.

**School district contract managers must notify the JJEPP offices within 30 days of notification that a new DJJ program will be placed in their school districts and/or when the district becomes aware that a program in their district is scheduled to close. Additionally, contract managers are responsible for notifying JJEPP at least 30 days prior to a change in a DJJ program's educational provider.**

The contract manager or designee should ensure that educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. If school districts contract with private providers for the educational services, an accounting of the expenditures identified in *State Board Rule 6A-6.052, Florida Administrative Code (FAC.)*, shall be required by the local school board.

## Performance Rating

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance     | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance      | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance           |   |   | 0 |



**FLORIDA DEPARTMENT OF EDUCATION**

**Dr. Eric J. Smith, Commissioner**

**10209**

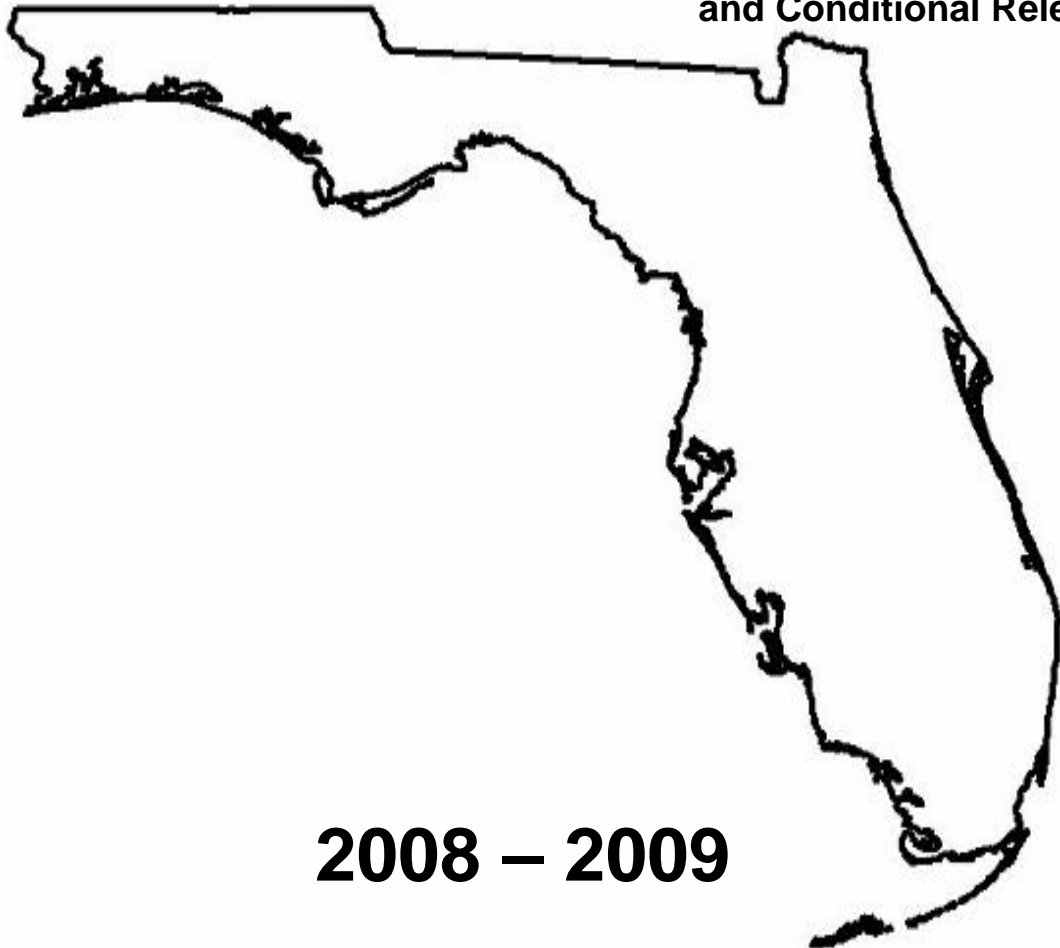
# Educational



# Quality Assurance Standards

## Day Treatment Programs

Juvenile Justice Prevention, Intensive Probation,  
and Conditional Release



**2008 – 2009**

Bureau of Exceptional Education and Student Services • Division of K-12 Public Schools  
Florida Department of Education

This is one of many publications available through the Bureau of Exceptional Education and Student Services, Florida Department of Education, designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs for exceptional students. For additional information on this publication or for a list of available publications, contact:

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**2008 – 2009**

**Educational  
Quality Assurance  
Standards**

*for*

**Day Treatment Programs**

**Juvenile Justice Prevention  
Intensive Probation  
Conditional Release**

Bureau of Exceptional Education and Student Services • Division of K-12 Public Schools  
Florida Department of Education

This product was developed by the Juvenile Justice Educational Enhancement Program (JJEEP), which is a special project funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B, and Title V of the Elementary and Secondary Education Act.

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## Preface

### Quality Assurance for Juvenile Justice Educational Programs

The Juvenile Justice Educational Enhancement Program (JJEED) conducts annual quality assurance (QA) reviews of educational programs in Florida's juvenile justice facilities. JJEED is funded by the Florida Department of Education (DOE), Bureau of Exceptional Education and Student Services, through a grant to the College of Criminology and Criminal Justice at Florida State University.

### JJEED Mission Statement

JJEED's mission is to ensure that each student who is assigned to a Department of Juvenile Justice (DJJ) program receives high-quality, comprehensive educational services that increase that student's potential for future success.

JJEED's four main functions are to:

- Conduct research that identifies the most promising educational practices
- Conduct annual QA reviews of the educational programs in Florida's juvenile justice facilities
- Provide technical assistance to improve the various educational programs
- Provide annual recommendations to the DOE that are ultimately aimed at ensuring the successful transition of students back into community, school, and/or work settings

### JJEED Vision Statement

The vision of the DOE and the JJEED is for each provider of educational services in Florida's juvenile justice facilities to be of such high quality that all young people who make the transition back to their local communities will be prepared to return to school, work, and home settings as successful and well-educated citizens.

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## Introduction

Quality Assurance (QA) reviews are a valuable method of assisting providers and school districts with achieving, evaluating, and maintaining high-quality educational programs in juvenile justice facilities. Each year at statewide conferences and meetings, Juvenile Justice Educational Enhancement Program (JJEPP) and Department of Education (DOE) staff solicit input from school districts and providers for annual revision of the QA standards. Before the new QA review cycle begins, school district contract managers, lead educators, and private provider personnel are invited to participate in regional meetings or conference calls with JJEPP staff to discuss changes in the standards.

Educational QA standards are developed for each of the three types of juvenile justice facilities:

- Residential commitment programs
- Day treatment (prevention, intensive probation, and conditional release)
- Detention centers

**This document contains only the standards used to evaluate educational programs in day treatment programs.** Day treatment programs are nonresidential programs operated by or under contract with the Florida Department of Juvenile Justice (DJJ) that include prevention, intensive probation, and conditional release programs that provide on-site educational services.

All day treatment programs that serve students who are under the responsibility or supervision of the DJJ are subject to educational QA reviews. If the conditional release program is the only school a student attends, all requirements within the day treatment standards should be met.

To obtain the publications detailing the standards for *residential* juvenile justice commitment programs and *detention* centers, contact the entities listed on the inside front cover of this publication or download them from the JJEPP Web site at <http://www.criminologycenter.fsu.edu/>.

## History of the Educational QA Standards

In 1995, Florida Department of Education (DOE) staff developed the first set of quality assurance (QA) standards to encourage continuous improvement in juvenile justice educational programs. One set of standards for all types of programs was drawn from exceptional student education (ESE) performance standards and statutory authority. The standards focused on administration and each program's philosophy, procedures, and approach to education. The standards were revised in 1996 and 1997.

In 1998, the project was awarded to the Florida State University School of Criminology and Criminal Justice, resulting in the creation of the Juvenile Justice Educational Enhancement Program (JJEPP). During that year, JJEPP conducted an extensive literature review on promising and best educational practices for delinquent and at-risk youths and hosted five regional meetings to obtain input from practitioners in the field.

A new set of standards, based on the results of the literature review and input from practitioners, was developed for the 1999 QA review cycle. Early in 1999, JJEPP, the Office of Program Policy Analysis and Government Accountability (OPPAGA), and the Juvenile Justice Accountability Board (JJAB) submitted reports to the Florida Legislature, which resulted in the enactment of *HB 349*. This legislation addressed numerous requirements for juvenile justice education, including the creation of *Rule 6A-6.05281, Florida Administrative Code (FAC.), Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs*.

The 2000 QA standards were modified to address these new requirements, including contract management, year-round schooling, and other educational accountability issues. The 2001 QA standards addressed new legislative requirements, including adult and career education. Minor revisions occurred in 2002 and 2003 based on input from school districts and provider practitioners. The standards have continued to be revised each year based on ongoing best practice evaluation research and new legislative requirements.

In 2001, President George W. Bush signed the *No Child Left Behind Act* (NCLB), the reauthorization of the *Elementary and Secondary Education Act of 1965*. This legislation is having a far-reaching impact on school performance and accountability throughout the country.

In our efforts to implement NCLB systematically, JJEPP plans to conduct continual research to identify evidence-based best practices in juvenile justice education. Specifically, JJEPP is conducting longitudinal research and student outcome assessments of juvenile justice commitment programs as well as case studies of high- and low-performing juvenile justice educational programs. These longitudinal outcome and case study results will serve multiple purposes that include determining educational practices that lead toward improved student academic attainment and outcomes, identifying demonstration sites that exhibit these best educational practices, developing technical assistance materials for average- and low-performing programs, and making policy recommendations for statewide system improvement.

## Reference Points for Educational QA Standards

Quality Assurance (QA) standards and program evaluation are based on state and federal requirements. Although programs are required to follow all state statutes and rules, the following most directly relate to juvenile justice educational programs.

*Section 1003.428, Florida Statutes (A++ Secondary Reform)*—This bill supports transition goals, specifically, requiring students to declare a high school major; defines the Florida Ready to Work Certification Program to enhance students’ workplace skills; and defines requirements for middle school promotion, high school graduation, and professional development plans.

*No Child Left Behind Act of 2001 (NCLB), (P. L. 107-110)*—The overall purpose of this act is to ensure that every student has well-prepared teachers, research-based curricula, a safe learning environment, and a fair and equal opportunity to reach proficiency in state academic achievement standards and statewide academic assessments.

*Individuals with Disabilities Education Improvement Act of 2004 (IDEA-2004) (Section 1407, 20 U.S.C. [2004])*—IDEA promotes the concept that every child is entitled to a free appropriate public education and mandates that eligible children with disabilities have available to them specially designed instruction and related services to address their unique educational needs and prepare them for post-secondary education, employment, and independent living.

*Section 1003.51, Florida Statutes (Other Public Educational Services)*—This statute describes the State Board of Education’s role in articulating expectations for effective education programs for youth in Department of Juvenile Justice (DJJ) programs and identifies the requirement for QA of all juvenile justice education programs.

*Section 1003.52, Florida Statutes (Educational Services in Department of Juvenile Justice [DJJ] Programs)*—This statute describes the importance of educational services for students in juvenile justice facilities and outlines the Department of Education (DOE) and the DJJ responsibilities that pertain to the provision of these services.

*Section 1003.53, Florida Statutes (Dropout Prevention and Academic Intervention)*—This statute describes alternative education programs and eligibility criteria for students to attend these programs.

*Florida Course Code Directory and Instructional Personnel Assignment—The State Board of Education Rule 6A-1.09441, FAC.*, requires that programs and courses funded through the Florida Education Finance Program offered for credit be listed in the *Course Code Directory*.

*Section 504 of the Rehabilitation Act, Nondiscrimination under Federal Grants and Programs*—Section 504 mandates a free appropriate education, including individually designed programs for applicable students. “Appropriate” means an education comparable to the education provided to nondisabled students. A student is eligible for Section 504 services as long as he/she has a physical or mental impairment that substantially limits a major life activity, which includes but is not limited to caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Exceptional student education (ESE) and non-ESE students may receive Section 504 services.

*Rule 6A-6.05281, FAC. (Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs)*— This rule relates to the many areas juvenile justice educational programs are required to address that include, but are not limited to, student eligibility, ESE, content and transfer of student records, student assessment, individual academic plan (IAP) development, transition services, academic expectations, qualified teachers, funding, contracts with private providers, intervention/sanctions, and interagency collaboration. Many of the educational QA standards are derived from this rule.

## Quality Assurance Review Methods

### QA Review Protocol

The 2008-2009 quality assurance (QA) reviews are based on self-reported information and a two- to three-day on-site visit. Larger programs may require a longer review with a team of reviewers, including peer reviewers as needed. When the Department of Juvenile Justice (DJJ) reviews and the Juvenile Justice Educational Enhancement Program (JJEED) educational reviews are conducted simultaneously, all of the reviewers discuss their findings.

The on-site review focuses on student services and ensures that state and federal laws regarding juvenile justice education are being implemented appropriately. Reviewers conduct ongoing debriefing conversations with educational personnel regarding preliminary findings, recommendations, and clarifications of any issues related to the review outcome. This provides the opportunity for the program to identify problematic areas and present additional information that may impact their preliminary ratings.

Reviewers conduct a formal exit meeting on the final day of the review to present findings and preliminary (*Superior, Satisfactory, or Partial*) ratings. Numerical scores are not assigned at this meeting.

### Self-Reporting

Much of the information required for rating QA standards is provided in each program's self-report and supporting documentation. All programs (regardless of exemplary status) are required to submit pertinent self-report information and supporting documents to the JJEED offices by July 18, 2008.

**Failure to submit self-report information in a timely manner may negatively affect the QA rating of the indicator for school district monitoring, accountability, and evaluation.**

Self-reported information is confirmed and/or updated via telephone conversations with the program's lead educator and/or school district contract manager the week prior to the on-site visit. Final verification of the accuracy of this self-report information is made during the on-site QA review.

Requested self-report information may include teacher certifications and qualifications, professional development training records, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, program type, and age range of students), school names and numbers under which diplomas are reported, course offerings, class schedules, bell schedules, school calendars, and sample educational forms.

For complete information on self-reporting requirements and timelines, visit the JJEED Web site at <http://www.criminologycenter.fsu.edu/> or contact JJEED at (850) 414-8355.

## Exemplary Programs

In 2005, the Juvenile Justice Educational Enhancement Program (JJEED) instituted a process of assigning *exemplary* status to acknowledge high performing programs based on previous overall quality assurance (QA) scores.

**Exemplary programs are required to submit all self-report information** and participate in a review of only the critical benchmarks, which are rated *pass* or *fail*. Deficiencies and recommendations regarding one failed benchmark are addressed in the QA report.

Exemplary programs that fail more than one critical benchmark lose their exemplary status and receive a full on-site QA review the same year, and all exemplary programs participate in a full educational QA review the year following a change in the educational provider.

**Exemplary I—An educational program with an overall average QA score of 7.0 or higher** receives *Exemplary I* status and will not have an on-site QA visit for one year. A JJEED reviewer will call the school district contract manager to confirm the program’s self-report information. During the subsequent second and third years, these programs will submit self-reports and receive one-day reviews of only critical benchmarks.

**Exemplary II—An educational program with an overall average QA score of 6.5 or higher** receives *Exemplary II* status and will participate in abbreviated (one-day) reviews of only the critical benchmarks for the next two years.

For state agency and annual reporting purposes, the QA scores for those programs that receive exemplary status are carried over each year for the duration of their exemplary status until they receive another full educational QA review.

## QA Review Methods

The JJEED QA review process is evidence-based, using the same data sources to evaluate the quality of educational services provided in each Department of Juvenile Justice (DJJ) educational program. To determine QA ratings, reviewers consider the preponderance of evidence from multiple sources, such as self-report documents; files maintained on site; interviews of educational program and school district administrators, support personnel, teachers, and students; and observation of classrooms, educational activities, and services.

Daily communication with stakeholders is a crucial component of the on-site review; discussion of preliminary findings occurs informally throughout the review process. Reviewers identify issues, make recommendations, and answer questions related to educational standards. This provides all stakeholders the opportunity to identify problematic areas and provide the reviewer with additional information that may impact the preliminary ratings.

Recommendations and commendations, as appropriate, are identified in the QA report mailed to the school district superintendent, the school district contract manager, and the lead educator.

## QA Rating Guidelines

The educational QA process evaluates the quality of educational services provided to students since the last QA review or for the entire year, depending on the review schedule. External factors affecting educational quality may be identified in the QA report. Educational personnel should retain documentation to verify situations or circumstances beyond the control of the educational provider and the school district.

Preliminary QA ratings presented on the last day of the on-site review are subject to final determination upon review by additional Juvenile Justice Educational Enhancement Program (JJEEP) staff and Department of Education (DOE) personnel. To ensure consistency among reviewers, at least two other JJEEP reviewers and the QA review director reviews each QA report.

Prior to assessing the **overall quality** of an indicator, reviewers determine whether minimum requirements are met in each benchmark. Failure to meet minimum requirements for a single *critical* benchmark (identified by boldfaced type) results in a *Partial* or *Nonperformance* (3-0) rating.

These 12 benchmarks have been identified as **critical** to satisfactory performance:

- |   |   |
|---|---|
| <b><u>1.1</u> Enrollment</b>                          | <b><u>8.2</u> Exceptional student education (ESE) process</b> |
| <b><u>2.1</u> Entry academic assessment</b>           | <b><u>9.1</u> Adequate instructional time</b>                 |
| <b><u>3.1</u> Individual academic plans (IAPs)</b>    | <b><u>9.3</u> Community involvement</b>                       |
| <b><u>3.3</u> Individual educational plans (IEPs)</b> | <b><u>10.1</u> Teacher certification</b>                      |
| <b><u>5.2</u> Substantial academic curriculum</b>     | <b><u>14.2</u> Data management</b>                            |
| <b><u>6.1</u> Direct reading instruction</b>          | <b><u>14.5</u> Contract management oversight</b>              |

Additionally, an indicator may receive a *Partial* rating (even if all critical benchmarks are met) if the overall quality of the indicator is not satisfactory. Failure to meet minimum requirements for a single *noncritical* benchmark results in an indicator rating of no higher than a *Satisfactory* 5.

## QA Rating Scale

### *Superior Performance – Rating of 7, 8, or 9*

The expected outcome of the indicator is clearly being met; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

### *Satisfactory Performance – Rating of 4, 5, or 6*

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

### *Partial Performance – Rating of 1, 2, or 3*

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

### *Nonperformance – Rating of 0*

The expected outcome of the indicator is clearly not being addressed.

If a school district contract manager or educational provider feels the educational QA review was conducted unfairly, he/she may submit a letter to the JJEEP QA Review Director stating specific concerns. JJEEP and DOE staff, as necessary, will address these concerns, and the QA review director will notify the school district contract manager and the educational provider of the outcome.

## System Improvement Process

The purpose of the system improvement process is for the Juvenile Justice Educational Enhancement Program (JJEED) staff to increase time for technical assistance (TA) to lower-performing programs to improve their educational services and student performance. To meet this goal, JJEED and the Department of Education (DOE) have developed and implemented a comprehensive system of corrective action and TA. Technical assistance, which is guided by research in current best practices, is integrated into all of JJEED's activities.

### Procedures to address deficiencies that do not require corrective action

The JJEED reviewer will report deficiencies that may result in a failing indicator score(s) to the educational program and school district personnel present at the exit meeting the last day of the quality assurance (QA) review.

- Programs that receive a *Partial* (0 to 3) rating in any indicator, but receive *Satisfactory* standard ratings, will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from DOE.
- Programs should utilize all available resources (i.e., school district and DOE resources) to assist them in correcting deficiencies.
- The school district and the program are expected to address all deficiencies and corresponding recommendations noted in the QA report prior to the following year's QA review.

### Corrective Action Process

This process facilitates the collaborative efforts of program and school district personnel to identify and correct systemic problems that are contributing to unsatisfactory QA ratings.

**Programs** that receive a below satisfactory rating in one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

**School districts** that receive a below satisfactory rating for Standard 4 for two or more consecutive years will receive a CAP.

To complete a CAP, programs and/or school districts must establish a corrective action team that includes the lead educator, the school district contract manager (or official designee), and others who relate to the identified areas requiring corrective action. JJEED and DOE staff provide assistance as needed.

**The school district is responsible for ensuring that CAPs are completed and returned to JJEED within 90 days of the date of the official notification letter from DOE.** School districts must meet the State Board of Education (SBE) rule timelines for the implementation of CAPs.

If a program fails to submit its CAP by two weeks after the due date, the QA review director sends a letter informing the lead educator, the contract manager, the school district superintendent, and the DOE that the CAP has not been submitted. DOE staff will send a follow-up letter to the contract manager and the superintendent if a response has not been received four weeks after the original CAP due date.

The school district superintendent verifies that the CAP has been implemented by signing the CAP implementation form and submitting it to the QA director at JJEED. This form must be submitted within six months of the date of the official notification letter from DOE.



Juvenile Justice Educational Enhancement Program (JJEPP) staff conduct a final follow-up of corrective action plan (CAP) implementation during the following year’s quality assurance (QA) review and note in their QA reports progress that school districts and programs are making in areas identified in their CAPs.

Programs that fail overall or fail the same standard two consecutive years will receive more intensive follow-up or assistance from the Department of Education (DOE).

The following tables outline the corrective action process for programs and school districts.

**Program CAPs**

QA Review Cycle	Trigger	Action
Year 1	Fail Standard 1, 2, or 3	CAP required
Year 2	Fail the same standard for two consecutive years	CAP required DOE notified to provide assistance/intervention and/or sanctions
Year 3+	Fail the same standard for three (or more) consecutive years	CAP required Program remains on DOE list for assistance/intervention and/or sanctions

**School District CAPs**

QA Review Cycle	Trigger	Action
Year 1	Fail Standard 4	Deficiencies noted in QA report
Year 2	Fail Standard 4 for two consecutive years	CAP required
Year 3	Fail Standard 4 for three consecutive years	CAP required DOE notified to provide assistance/intervention and/or sanctions
Year 4+	Fail Standard 4 for four (or more) consecutive years	CAP required School district remains on DOE list for assistance/intervention and/or sanctions

JJEPP and/or DOE staff will provide TA to a program and/or a school district required to complete a CAP.

Most TA is provided during the on-site QA review and through the recommendations in the written QA reports. Contact with program and school district staff is ongoing via mail, fax, telephone, and e-mail (answering questions, clarifying Florida policies, assisting programs in networking with other programs, and providing samples of exemplary forms and processes used by other Department of Juvenile Justice [DJJ] programs).

## **Technical Assistance Criteria**

### ***New Programs***

**School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEED) within 30 days of notification that a new Department of Juvenile Justice (DJJ) program is being placed in their school districts.**

To provide technical assistance (TA) a JJEED reviewer may:

1. Be assigned to a new program by the JJEED QA Training Director
2. Complete a TA request form and contact program and school district personnel to determine program needs and to plan the on-site visit
3. Conduct initial TA and a mock QA review and submit a written report to the QA Training Director who sends it to the Department of Education (DOE)
4. Identify needs for TA follow-up and develop a schedule for delivering support services as needed

The first full QA review for a new program should not occur earlier than six months following the mock QA review or the last on-site TA visit. (The same reviewer will not conduct both the mock QA review and the program's first full review.)

### ***Education Provider Change***

**School district representatives should inform JJEED within two weeks of notification of an educational provider change.**

A program with an educational provider change may receive TA prior to its QA review based on the identified needs of the educational program.

### ***Corrective Action Follow-up***

A program that fails one of Standards 1, 2, or 3 but has a passing overall average score (4.00 or higher) will receive a corrective action plan (CAP) and follow-up TA.

The reviewer (and peer reviewers when appropriate) will provide intervention strategies, networking, and other resources based on the needs of the program and may contact school district personnel if the program needs additional assistance.

A school district that fails Standard 4 for two consecutive years will receive a CAP and follow-up TA.

### ***Failing Programs***

A program with an average overall score of less than 4.00 will receive a CAP and a TA visit in which:

1. The JJEED reviewer and a DOE representative (as appropriate) meets with the CAP team to assist with plans to correct the deficiencies identified in the QA report
2. The reviewer may conduct a needs assessment with school district and program administrators, teachers, and students and report the results to the school district and the program
3. The reviewer conducts follow up TA as needed

## **DOE Assistance**

A program that fails the same standard for two consecutive years will receive a corrective action plan (CAP) and may receive assistance/intervention and/or sanctions by the Department of Education (DOE). A program that fails the same standard for three or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

A school district that fails Standard 4 for three consecutive years will receive a CAP and may receive assistance/intervention and/or sanctions by the DOE. A school district that fails Standard 4 for four or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

When a program and/or school district is identified as needing assistance/intervention and/or sanctions, Juvenile Justice Educational Enhancement Program (JJEPP) staff may facilitate meetings with all relevant parties, including JJEPP administrators, DOE representatives, school district officials, provider personnel, program leadership, and Department of Juvenile Justice (DJJ) staff when appropriate. Through this collaboration, programs and school districts should identify the systemic problems associated with poor performance, appropriate solutions, and parties responsible for implementation of the CAP. This process may result in a monitoring plan from the DOE.

## **Intervention and sanctions referenced in the State Board of Education Rules**

*Rule 6A-6.05281(10), Florida Administrative Code (FAC.)*, provides for intervention and sanctions.

### ***Intervention***

- Technical assistance to the program
- Follow-up educational program review

### ***Sanctions***

- Public release of unsatisfactory findings, assistance/interventions, and/or corrective actions proposed
- Assignment of a monitor, a master, or a management team to address identified deficiencies paid for by the local school board or private provider (if included in the contract)
- Reduction in payment or withholding of state and/or federal funds

Should these sanctions prove to be ineffective in improving the quality of the program, the State Board of Education may require further actions, including revocation of current contracts, requirements for specific provider contracts, and/or transfer of responsibility and funding for the educational program to another school district?

## Educational Standard One: Transition

The transition standard is composed of four 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 re-entry into community, school, and/or work settings.

### **Indicator 1: On-Site Transition Services**

The expected outcome of this indicator is that the program assists students with re-entry 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/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 4: Community Reintegration**

The expected outcome of this indicator is that transition planning activities are designed and implemented to facilitate students' transition from a Department of Juvenile Justice (DJJ) program to the community, which may include school, peer groups, employment, and family reintegration.

## Indicator 1: On-Site Transition Services

### Notes

### Intent

The expected outcome of this indicator is that the juvenile justice school assists students with re-entry into community, school, and/or work settings through guidance and transition services.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program has transition activities that include:

- 1.1** Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation.)
- 1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, “major” areas of interest, post-secondary opportunities, and educational status and progress
- 1.3 Documenting that an educational representative who is familiar with the students’ performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- 1.4 Documenting transmittal of students’ educational exit packets to their next educational placements **prior** to the time of exit (Exit packets shall include, at a minimum, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)
  - **In-county students’ current transcripts should be accessible via the MIS, and cumulative transcripts must be included in exit packets for all students transitioning to out-of-county schools**

### QA Review Methods

- Review all self-report information
- Review current educational files, closed files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), progress monitoring plans, IAPs, transition plans, and other appropriate documentation
- Interview registrar, guidance counselors, treatment team members, other appropriate personnel, and students

## Clarification

Educational staff should access students' educational records in their commitment packets prior to requesting records from their previous placements. Documented records requests (by fax or electronic access) must be made within five school days of student entry, and follow-up requests should be made as needed. (Fax transmittal receipts should be retained.) Electronic educational records maintained on site are acceptable.

Out-of-county students' records should be requested through multiple sources, such as the Florida Automated System for Transferring Educational Records (FASTER), juvenile probation officers, detention centers, previous school districts, and/or students' legal guardians. Records requested should include current transcripts, academic plans, withdrawal forms, progress monitoring plans, entry/exit assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records.

Programs must provide courses for credit and/or student progression leading toward high school graduation throughout the 250-day school year, including summer school. Middle school students must be enrolled in language arts, math, science, and social studies.

All middle and high school students who scored Level 1 in reading on the Florida Comprehensive Assessment Test (FCAT) must be enrolled in intensive reading courses until they score at least a Level 2 or have completed a credit in intensive reading during the current school year. *Disfluent* Level 2 middle and high school students must be served in an intensive reading course taught by a teacher who has reading certification or endorsement; *fluent* Level 2 students may be served in a content area course taught by a teacher who has reading certification or endorsement or has completed the Florida Online Reading Professional Development (FOR-PD) or other version of the school district-approved Reading Endorsement Competency 2 and the Content Area Reading Professional Development (CAR-PD) Academy. Students who score Level 3 or higher should not be enrolled in an intensive reading course unless the school district comprehensive reading plan indicates otherwise. If FCAT scores are unavailable, students' enrollment in reading should be determined by following the criteria in the school district comprehensive reading plan or the Just Read, Florida! Student Reading Placement chart at <http://www.justreadflorida.org/educators.asp>. **All students in grades 11 and 12 who have not passed the FCAT reading test must be enrolled in an intensive reading course.**

Intensive math, intensive English, and reading courses are for elective credit only. Only those students who are eligible to graduate but have not passed the FCAT may take these courses instead of science and social studies. Graduation requirements now include four credits in math and selection of a major area of interest beginning with 9th grade students enrolled in 2007.

All students should have easy and frequent access to comprehensive guidance/advising services. Students should be able to articulate their credits earned, grade levels, and diploma options. Students interested in obtaining a General Educational Development (GED) diploma should receive counseling regarding the benefits and limitations of this option.

Educational representatives should document their participation in exit transition meetings in person or via written input.

Documentation of transmittal of all the required information might include management information system (MIS) transmittal, certified mail receipts, fax transmittal verifications, and/or signatures of receipt. Academic history screens, handwritten credits, or verbal assurances of grade promotions are not acceptable. Students' withdrawal grades should be averaged into their current semester grades from the program and one-half credit should be awarded as appropriate (see Florida Statute 1003.436).

For school district transition contacts, access <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 2: Testing and Assessment

### Notes

### 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 students' individual needs and that exit assessments are used to evaluate the performance of students in juvenile justice schools.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program's testing and assessment practices include administering:

- 2.1** The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility
- 2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility
- 2.3 The BASI for reading, language arts, and mathematics to **all exiting students who have been in the program for 45 or more school days** and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS

### QA Review Methods

- Review student educational files, assessments, 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

**Entry assessments should be administered within the 10th day of students' attendance in the program.**

Programs should administer the designated common assessment according to the administrative guidelines to students who enter the facility after July 1, 2006. The BASI assessment should **only** be administered at entry, at exit, and at students' one-year anniversary date of enrollment as appropriate. Programs may use prior results from the same assessment if they are recent (according to the assessment's administrative guidelines) and if the program's instructional personnel determine that the scores are accurate. Assessments 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. All academic assessments must be administered according to the test publisher's guidelines and in an appropriate testing environment by a trained administrator.

To diagnose students' needs and accurately measure students' progress, academic and career assessments should be aligned with the program's curriculum. Instructional personnel should have access to assessment results regarding students' needs, abilities, and career interests and aptitudes. Career assessment results should be used to determine student placement in career and technical programming, when appropriate, and to guide students in career decision making.

Career assessments administered should be based on students' current career awareness and address students' varying ability levels. Students under the age of 12 are not required to complete a career assessment. Students who have earned a high school or a General Educational Development (GED) diploma should be administered a career assessment.

The same academic assessments administered at entry should be used to assess all students exiting the program except for students who earn a diploma while at the program. Exit assessments are required for all students who spend 45 or more school days in the program. Students in long-term (more than one year) commitment programs should be administered an exit test using the common assessment on an annual basis as long as he/she has 45 or more school days remaining at the program. If a student has fewer than 45 school days remaining, the program should only administer an exit test to the student.

If a student re-offends within 30 days of exit from the program, the youth's exit assessment should be used as the entry assessment in the next placement. Students who transfer to another Department of Juvenile Justice (DJJ) program after spending at least 45 school days in the program should be administered an exit assessment; in this case, the exit assessment results may be used as the entry assessment scores at the new program and should be entered into the MIS at the new program. Existing entry assessment scores for students transferred within 45 school days may be used at the new program. **Unanticipated transfers should be documented to indicate that exit testing was not possible.**

Programs should use the growth scale value for management information system (MIS) reporting.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## Indicator 3: Student Planning

## Notes

### Intent

The expected outcome of this indicator is that planning is designed and implemented to maximize students' academic achievement and success in transitioning back to their communities and schools.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program has individual student planning activities that include:

- 3.1** Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that
- Are based on entry assessments, past records, and post-placement goals
  - Are developed within 15 school days
  - Include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas
  - Include at least two short-term objectives per goal
  - Identify remedial strategies
  - Include a schedule for determining progress
- 3.2 Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed
- 3.3** Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs
- 3.4 Documenting students' progress toward meeting their IEP goals and providing IEP progress reports to parents as often as progress reports are sent home for all students
- 3.5 Developing an electronic Personalized Education Plan (ePEP) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org
- 3.6 Requesting and implementing conditional release students' exit transition plans and educational portfolios from their previous residential commitment programs and modifying the transition goals as needed

### QA Review Methods

- Review student educational files, progress monitoring plans, IAPs, IEPs, ePEPs, treatment files, and other appropriate documentation
- Interview instructional, guidance, and transition personnel, other appropriate personnel, and students
- Observe students' exit staffings and treatment team meetings, when possible

## Clarification

*Rule 6A-6.05281, FAC.*, requires that all Department of Juvenile Justice (DJJ) commitment, day treatment, or early delinquency intervention programs develop individual academic plans (IAPs) that include all the components listed in Benchmark 3.1. Long-term goals focus on instruction over an extended period of time (length of stay at the program) that are specific, attainable, and measurable. Entry assessment scores, past records, and post-placement goals should be used in the development of students' long-term IAP goals. Career goals should focus on career interest/employability skills assessment results.

Short-term instructional objectives are sub-steps or intermediate steps toward mastering a long-term goal. Each long-term goal should have at least two short-term objectives that specifically state what the student should know and be able to perform in relationship to the long-term goal.

IAPs must include evaluation criteria, procedures, and schedules for determining progress based on accurate assessments, resources, and instructional strategies. Additionally, remedial strategies to assist students in reaching their academic and career goals must be identified on their IAPs.

Students who have a high school diploma or the equivalent are not required to have IAPs but must be provided structured activities, such as serving as a peer tutor (if appropriate), career exploration, and participation in career/technical instruction or online college courses that address their individual needs. Career goals should be developed for these students.

Students should participate in the development, the review, and the revision of their IAPs and IEPs (individual performance contracts, treatment plans, progress monitoring plans, or other appropriate documents that include long-term educational goals and short-term instructional objectives for students). IAPs or individual educational plans (IEPs) for ESE students may substitute for progress monitoring plans if they address all of the required components.

Instructional personnel should use IAPs, IEPs, or progress monitoring plans for instructional planning and for tracking students' progress. IAPs for students performing at or above grade level must include appropriate goals and objectives but do not need to identify remedial strategies. IEPs for special education students should be individualized, include all information required by federal and state laws, and address students' academic, behavioral, and/or functional goals and objectives as appropriate. IEP short-term objectives or benchmarks should be written for students working toward the general Florida Sunshine State Standards (FSSS) based on individual school district's policies. Instructional personnel should have access to their students' IAPs/IEPs.

The students and an educational representative should participate in treatment team meetings. Written documentation of students' progress toward achieving their IAP goals should be submitted to the treatment team if an educational representative is unable to attend the meetings. Proper tracking and documentation of student progress may guide performance-based education that allows students performing below grade level to advance to their age-appropriate placements.

Middle school students' electronic Personal Education Plans (ePEPs) must be signed by the students, their teachers, the guidance counselors/academic advisors, and the parents (if possible). The plans should become a portfolio of information that students update each year with their guidance counselor. *Florida Statute Section 1003.4156* requires every middle school student to complete an ePEP on FACTS.org to be promoted to high school.

**If the conditional release program is the only school a student attends, all requirements in the educational standards for day treatment programs should be met.**

Access information and sample IAPs in the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.criminologycenter.fsu.edu/jjeep/pdf/2005%20Transition%20guidebook.pdf>.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 4: Community Reintegration

### Intent

The expected outcome of this indicator is that transition-planning activities are designed and implemented to facilitate students' transition from a day treatment program to school and employment

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program has community reintegration activities that include:

- 4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities
- 4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, aftercare providers, post-release educational plans, job or career/technical training plans, and the parties responsible for implementing the plans

### Notes

### QA Review Methods

- Review closed files, treatment team/transition team notes, and educational exit transition plans
- Interview guidance counselors, treatment/transition team members, other appropriate personnel, and students
- Observe students' exit staffings and treatment team meetings, when possible

## Clarification

The students, the parents/guardians, the juvenile probation officers (JPOs), the aftercare/re-entry counselors, the zoned school personnel, other stakeholders, and educational representatives should participate in students' treatment/transition team meetings. All stakeholders should be informed about students' needs before they return to their homes and/or schools. Transition services should address post-school activities, including post-secondary education, career/technical education, employment, continuing and adult education, adult services, independent living, and community participation.

Educational personnel and treatment staff members who solicit parent, family, and community participation in transition activities should retain invitation letters and/or other appropriate documentation of communication.

When students' next educational placements have not been determined, the program should contact the school district transition contacts to identify the most appropriate settings for the students' continuing educational development.

The students, the parents/guardians, and educational representatives should participate in all transition meetings and exit plan development in person or via telephone or e-mail. Parties responsible for implementing the exit transition plans may include the student's parents/guardians, the JPOs, the aftercare/re-entry counselors, the zoned school personnel, and/or mentors.

**Unanticipated transfers should be documented to indicate that exit planning was not possible.**

Access more information in the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.criminologycenter.fsu.edu/jjeep/pdf/2005%20Transition%20guidebook.pdf>.

See the school district transition contacts listed: <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>

Each school district is responsible for updating its transition contact information.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## Educational Standard Two: Service Delivery

The service delivery standard is composed 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 re-entry into community, school, and/or work settings.

### **Indicator 5: 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 6: Reading Curriculum and Instruction**

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

### **Indicator 7: Employability and Career 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 8: Specially Designed Instruction 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 5: Academic Curriculum and Instruction

### Notes

### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program offers academic curriculum and instruction through:

- 5.1 Desired diploma options include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate
- 5.2 A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)
- 5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs), individual educational plans (IEPs), and students’ ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students’ auditory, visual, kinesthetic, and/or tactile learning styles

### QA Review Methods

- Review students’ educational files, 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 students' individual needs and post-placement goals. Programs should prepare each student so that he/she has the opportunity to obtain a high school diploma through his/her chosen graduation program.

The General Educational Development (GED) and the GED Exit Option diploma options should be offered to students who meet the criteria. GED testing preparation materials should be available to all students who choose these diploma options and may be integrated and/or modified to best meet students' needs. Students must be at least 18 years olds or (if 16 or 17 years old) have obtained an age waiver before being provided the opportunity to take the GED test.

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 or performance-based education, or by offering courses at times of the day that are most appropriate for the program's planned activities.

All curricula must address students' multiple academic levels. Instructional personnel should use long-term goals and short-term instructional objectives in students' individual academic plans (IAPs) and individual educational plans (IEPs) to guide individualized instruction and to provide educational services. Teachers should have knowledge of the content of their students' IEPs/IAPs.

Individualized instruction should include direct instruction (teacher-led instruction through explanation or modeling, followed by guided practice and independent practice) and be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on activities.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## Indicator 6: Reading Curriculum and Instruction

## Notes

### Intent

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

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program provides reading instruction and services through:

#### **6.1** Explicit reading instruction that

- Addresses students’ reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans
- Includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores
- Uses curricula identified in the current school district comprehensive reading plan

6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year

6.3 Reading opportunities and literacy enrichment activities during the school day

6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to

- Determine students’ reading deficiencies in the five construct areas
- Modify students’ initial reading goals, objectives, and remedial strategies based on the assessment results

### QA Review Methods

- Review the school district comprehensive reading plan, progress monitoring data, student educational files, assessment tests, MIS records, IAPs, progress monitoring plans, and other appropriate documentation
- Interview personnel responsible for assessments, the reading teacher, other appropriate personnel, and students
- Observe educational settings, activities, and instruction to 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 do not have reading deficiencies should be provided opportunities for reading practice and enrichment activities in their regular English/language arts or reading curriculum.** These services are evaluated under Indicator 5: Academic Curriculum and Instruction.

Curriculum placement testing should be completed if required by the curriculum approved for use in the school district comprehensive reading plan.

The program's reading curricula should follow the school district comprehensive reading plan approved by Just Read, Florida! for the current school year, be age- and grade-appropriate, address the five areas of reading, and have evidence that it is effective with at-risk populations. Explicit reading instruction must be provided via a variety of strategies and should be aligned with the school district comprehensive reading plan.

Students' reading progress should be monitored at least three times per year (for Survey periods 2, 3, and 5) and reported through the Progress Monitoring and Reporting Network (PMRN) or automated student databases system. **All schools reporting through the PMRN must register at <http://www.fcrr/pmrn/index.htm> to enter progress monitoring scores; there is no automatic registration.** For more information or for assistance with PMRN registration, contact a support specialist at (850) 644-0931 or at [helpdesk@fcrr.org](mailto:helpdesk@fcrr.org).

All students should have frequent access to an abundant supply of leisure reading materials aligned with school district policy. Reading enrichment activities may include whole class novel reading with discussion, newspaper activities, book clubs, projects related to books read, reading of plays, role playing based on a book, written book reviews, and sustained silent reading.

A reading diagnostic assessment that addresses the five construct areas should be available to assess students who have reading deficiencies and have shown little improvement in reading skill development after reading intervention strategies have been implemented. (Diagnostic assessment of phonemic awareness deficiencies is not necessary for students who score at or above grade level on the phonics portion of the reading diagnostic assessment.) An individual who has had the appropriate training should be available to administer the assessment(s).

For more information on reading diagnostic assessment, please refer to *Diagnostic Instruments Appropriate for Primary and Secondary Levels* at <http://www.firn.edu/doe/bin00014/progress/diagnostic.pdf>.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 7: Employability and Career Curriculum and Instruction

### Notes

### 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 and/or obtain employment after completion of the program.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

Curricular activities are demonstrated in educational settings, are based on students' individual academic plans (IAPs) and individual educational plans (IEPs), and

- 7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards and instruction must follow course descriptions
- 7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources
- 7.3 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes
- 7.4 Address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent

### QA Review Methods

- Review students' educational files, work folders, and 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; self-determination 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 skills, and life skills include, but are not limited to, employability skills for youths; personal, career, and school development (PCSD); peer counseling; life management skills; physical education (P.E.); health; and fine arts.

Elementary level students are not required to participate in employability skills or hands-on career/technical instruction. They should, however, participate in career awareness activities. Students who have obtained high school diplomas or the equivalent should participate in the educational program’s employability, social skills, and life skills classes and activities and career/technical programs.

Online courses can be found at [Floridaworks.org](http://Floridaworks.org). Students may also be able to participate in community college courses via an articulation agreement.

The Middle School Reform A++ Implementation requires that career and educational planning courses for all 7th or 8th graders include career exploration using the Choices program or a comparable cost-effective program; educational planning using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via [FACTS.org](http://FACTS.org); and completion of an electronic Personal Education Plan (ePEP).

Florida Ready to Work is an innovative, workforce education and economic development program that offers a career readiness certificate. This program provides students/jobseekers with a standard credential that certifies their workplace readiness and ability to succeed on the job. The program is funded through the State of Florida. For more information, call (866) 429-2334 or e-mail [ReadytoWork@fldoe.org](mailto:ReadytoWork@fldoe.org).

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 8: Specially Designed Instruction and Related Services

### Notes

### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program provides educational support services to all students as needed, including:

8.1 Documenting the initiation of the exceptional student education (ESE) process

**8.2** Completing the ESE process:

- Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate
- Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students’ goals and objectives as written
- Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings
- Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs
- Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)

8.3 Implementing specially designed instruction and related services that are outlined in students’ IEPs

8.4 Providing services as outlined in the students’ plans for English language learners (ELL), students eligible under Section 504, and gifted students

### QA Review Methods

- Review IEPs, EPs, Section 504 plans, limited English proficiency (LEP) plans, 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 exceptional student education (ESE) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Initiation of the ESE process may include continuing ESE services for in-county students, developing course schedules based on their current individual educational plans (IEPs) and educational plans (EPs), enrolling students, recording student attendance, notifying appropriate personnel of students who require ESE services, and notifying parents regarding IEP/EP review meetings or request to amend IEPs.

The program must document solicitation of parent involvement and reasonable notification (10–14 days prior) to attend IEP/EP meetings. The IEP/EP team must include the parents, the local education agency (LEA) representative, the students' ESE teacher, a general education teacher who teaches the students, the students (as appropriate for gifted students) beginning at age 14, and one who can interpret instructional implications of evaluation results (and who may serve in other roles as well). The meeting may be held without the parent if at least two notices were provided or if the parent responded to the first notice. The program must document (with dates) the mailing of IEPs/EPs to parents who do not attend the meetings.

According to *Rule 6A-6.03028, Florida Administrative Code (FAC.)*, IEPs must include a statement regarding diploma options for students beginning in the 8th grade, planning for transition services on or before a student's 14th birthday, and a statement of transition service needs. For students who are 16, IEPs must include appropriate measurable post-secondary goals based on age-appropriate transition assessments related to training/education, employment, and independent living skills (if appropriate), and transition services (including courses of study) needed to assist the students in reaching those goals. Transition plans may be written for students before age 14 who are at risk of dropping out of school or who have significant disabilities or complex needs. The transition statements/plans in students' IEPs cannot be used in place of exit transition plans.

According to *Rule 6A-6.03028, FAC.*, and *Section 300.321 of Title 34 of the Code of Federal Regulations*, an LEA representative is a “representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district.” The students' ESE teacher may also serve as the LEA representative if he/she meets the criteria; non-school district employees must obtain written approval from the school district ESE director to serve as the LEA representative.

ESE teachers cannot serve as both the ESE teacher and the general education teacher in the same classroom.

**Students who are on the special diploma track must be served in an appropriate model: co-teaching, ESE support facilitation, or self-contained classroom.** For more information on ESE service delivery models, refer to the Florida Course Code Directory.

Students who are English language learners (ELL), eligible under Section 504, or gifted and who have corresponding plans to address these needs, must be provided all of the services indicated on those plans, including mental and physical health services. Students' support and educational services should be integrated, and related services, accommodations, and modifications for appropriate students should be documented. ELL students should have current limited English proficiency (LEP) plans to address their language needs. Consultative services should be provided to instructional personnel who serve ESE students and to students in accordance with their IEPs. Consultative logs should document specifically how the student is progressing and what strategies are used to assist the student.

The decision to change services must be addressed during IEP team meetings or by following required amendment procedures based upon current, documented information regarding the students' progress and need for services. A determination regarding gifted services would be an EP team decision. The parent must be provided prior written notice of a proposed change in services before the change occurs, and the IEP/EP must be revised, as appropriate.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## **Educational Standard Three: Educational Resources**

The educational resources standard is composed of five indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and the environments 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 9: 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 10: Educational Personnel Qualifications**

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

### **Indicator 11: Professional Development and Teacher Retention**

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

### **Indicator 12: 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 13: 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 9: 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program facilitates collaboration to provide:

- 9.1** A minimum of 300 minutes of daily instruction, or the weekly equivalent
- 9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 9.3** Varied community involvement that is solicited, documented, and focused on educational and transition activities
- 9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior

### Notes

### QA Review Methods

- Review the annual school calendar, bell schedule, faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, behavior management plan, 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

Day treatment programs may reduce the number of days of annual instruction to 230 with documented approval from the local school district, the Department of Education (DOE), and the Department of Juvenile Justice (DJJ). Programs must provide a minimum of 300 minutes daily instruction (or the weekly equivalent). Time for student movement is not included in the 300 minutes and should be reflected on the schedule. Facility staff and educational personnel should collaborate to ensure that students are in school on time and receive the required instructional minutes. Educational administrators should document steps taken to address issues when facility staff are not transitioning students according to the bell schedule.

Programs must have and follow a plan to provide continued access to instruction for students who are removed from class for an extensive amount of time due to behavior problems. Exceptional student education (ESE) students who are removed from class must be able to participate in the general educational curriculum and work toward meeting their individual educational plan (IEP) goals and objectives.

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, the Department of Juvenile Justice [DJJ], the providers, and the educational and the program staff) should be ongoing to facilitate smooth operation of the educational program.

Community involvement activities should be integrated into the educational program’s curriculum and can be aligned with school-to-work initiatives. Parent involvement should be evident; parents should be involved in successful transition of their student to school and/or employment. School advisory councils (SACs) should include members from the community and parents, when possible.

Community involvement activities should be documented with dates and should be from a variety of sources, such as tutors, mentors, clerical and/or classroom volunteers, career days, guest speakers, and business partners to enhance the educational program and student involvement in the community. Student volunteerism within the program and mentoring/role modeling experiences are also examples of community involvement.

Classroom management should be incorporated into 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 collaboratively by educational personnel and facility staff during instructional delivery activities.

Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Instructional personnel and facility staff members should provide positive reinforcement for appropriate student behavior. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Notes

## Indicator 10: Educational Personnel Qualifications

### Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

All instructional personnel:

- 10.1** In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill

### QA Review Methods

- Review educational personnel files, teaching certificates, statements of eligibility, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

Instructional personnel are persons who are delivering instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. Schools should hire and assign teachers in core academic areas according to their areas of certification. The *No Child Left Behind Act* (NCLB) establishes specific requirements for “highly qualified teachers” (HQT) in the core academic areas (English/language arts, reading, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography).

A statement of eligibility and/or an application that confirms that the applicant is *not eligible* for certification will not fulfill the requirements of this indicator.

All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds, must meet HQT requirements within the timelines prescribed in NCLB. For programs that receive Title I, Part A funds documentation must be retained to indicate that parents have been notified by letter if their child’s teacher is teaching out-of-field for more than four weeks.

Reading teachers must have reading certification, documented evidence of the completion of the reading endorsement requirements, or documentation of the completion of at least two reading competencies for every year of teaching reading at the current program. New reading teachers should document enrollment in coursework leading toward reading endorsement or reading certification.

Teachers who pass the middle grades integrated curriculum exam may become certified to teach over 100 core courses (*excluding* reading).

Any teacher hired after the beginning of the 2006-2007 school year will not be able to use the High, Objective, Uniform State Standard of Evaluation (HOUSSE) option to meet HQT requirements. However, teachers who completed all HOUSSE requirements prior to the end of the 2006-2007 school year maintain their highly qualified status.

Programs and school districts should provide evidence that they are actively seeking qualified teachers when teacher positions are vacant or long-term substitutes are being used. Substitute teachers must be approved by the school district and comply with the requirements in Benchmark 10.1 for core academic subject areas if they fill a teacher vacancy for eight consecutive weeks or longer. After teaching eight consecutive weeks, substitute teachers must provide, at a minimum, documentation of an accepted application for teaching certification. Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications.

The use and approval of noncertified personnel to teach noncore academic subjects must be documented and based on local school board policy.

Both the program provider and the school district should have input into hiring all instructional personnel 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 the requirements of this indicator.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 11: Professional Development and Teacher Retention

### Notes

#### Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

All instructional personnel:

- 11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate
- 11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)

The educational program administration:

- 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel

#### QA Review Methods

- Review educational personnel files, training records, professional development plans, SIPs, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel.

## Clarification

A++ legislation requires that professional development plans be established by district school boards and incorporate school improvement plans.

Professional development plans are used to lead teachers toward professional growth or development. Instructional personnel should develop or have input into creating their individual plans to address their strengths and weaknesses. Professional development plans should be used as working documents and evaluation tools based on the school district's policy for human resource development.

Teachers should be provided the opportunity to attend professional development training to support their professional growth. Although routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of professional development training should be related to instructional techniques, teaching delinquent and at-risk students, and the respective content areas in which the instructional personnel are assigned to teach.

All instructional personnel (including noncertified personnel) should have access and opportunity to participate in school district professional development training on a continual annual basis. Professional development should qualify for inservice points for certification renewal.

Strategies to help retain highly qualified instructional personnel may include establishing a teacher mentor program, assigning teachers to teach in their certification areas, allowing time for teachers to collaborate with their colleagues, and creating positive work conditions or incentives for teachers to work in juvenile justice facilities.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 12: Learning Environment and Resources

Notes

### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program’s educational environment and resources include:

- 12.1 An adequate number of instructional staff and educational support personnel
- 12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students’ ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers
- 12.3 Media materials, equipment, and technology for use by teachers and students
- 12.4 An environment that is conducive to learning
- 12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate
- 12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships

### QA Review Methods

- Review the cooperative agreement and/or contract, available media resources and technology, student-to-teacher ratio, curricula and instruction materials, Internet policy, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- Observe educational settings
- Discuss findings with the Department of Juvenile Justice (DJJ) quality assurance reviewer when possible

## Clarification

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, exceptional student education (ESE) personnel, guidance counselors, lead educators, registrars, and transition specialists. The student-to-teacher ratio should take into account the nature of the instructional activity, the diversity of the academic levels of students in the classroom, access to technology for instructional purposes, the need to individualize instruction, and the use of classroom paraprofessionals.

Technology and media materials should be appropriate to meet the needs of the program’s educational staff and student population. Leisure reading materials available should be aligned with school district policy.

Components that impact the learning environment include, but are not limited to, facilities, school climate, organization, and appropriate materials, supplies, and technology.

All students should have access to computer technology to progress toward achieving career and/or educational goals, including access to the Florida Virtual School (FLVS) when students need courses for graduation that are not offered at the program. Additionally, programs should have a policy regarding students’ Internet use.

School districts and programs should collaborate to secure additional resources such as workforce development grants, on-the-job training opportunities for students, and facility, business, and community partnerships.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## Indicator 13: Student Attendance

### Notes

### 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 represent the major elements of the indicator used to gather evidence to determine whether 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:

- 13.1 Maintaining accurate student attendance records in the program and current school membership as evidenced by enrollment in the school district management information system (MIS), including documentation of daily student attendance
- 13.2 Documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending students

### QA Review Methods

- 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 school district 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 the Department of Education (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 students' academic portfolios.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## **Educational Standard Four: Contract Management**

The contract management standard consists of a single 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 14: 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 14: School District Monitoring, Accountability, and Evaluation

Notes

### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The school district ensures that:

- 14.1 The program submits a self-report in a timely manner
- 14.2** The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)
- 14.3 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)
- 14.4 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)
- 14.5** The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program
- 14.6 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports

### QA Review Methods

- 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 state assessment participation results based on state AYP calculations

## Clarification

**The school district and program personnel should collaboratively develop the self-report survey and review its contents for accuracy prior to submission to the Juvenile Justice Educational Enhancement Program (JJEPP) offices.**

Each program should have an individual school number that is not shared with another school, including other Department of Juvenile Justice (DJJ) schools. Only enrolled students should be reported under the program's unique school number, and adult county jail students should be reported under separate school numbers. All students' information contained in Survey 1 through Survey 5 should be reported under the same school number, and the appropriate withdrawal code should be used for all existing students.

Quality assurance (QA) reviewers verify that student information is accurately reported in the management information system (MIS). Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. 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 are reported to Department of Education (DOE) and may affect the program's QA review score.

The school district should oversee administration of the statewide assessment to ensure that all eligible students participate. **Because school districts are responsible for submitting accurate data to the DOE, they should assist programs in correcting their 2007-2008 enrollment and testing data.**

*Section 1003.52 (13), Florida Statutes (F.S.)* requires each school district to negotiate a cooperative agreement with the DJJ regarding the delivery of educational programs to students under the jurisdiction of DJJ. *Section 1003.52(11), F.S.*, also authorizes school districts to contract with private providers for the provision of DJJ educational programs. Contracts and cooperative agreements must be completed prior to the October FTE week and submitted to the DOE.

The school district contract manager (or designee) is expected to ensure that appropriate educational services are provided. The contract manager should document annual evaluation of the educational program and share the results with the lead educator. Additionally, the contract manager ensures that issues documented in QA reports are addressed in a timely manner.

The school district comprehensive reading plan must outline how the school district is planning to monitor the reading program, and the contract manager should ensure that support services identified in the plan are provided to the program.

School districts should have protocols and procedures in place that outline the re-entry services provided to students who are returning to the school district, identify persons who facilitate these services, oversee the implementation of these protocols/procedures, and collaborate with the school district transition contact.

**School district contract managers must notify the JJEPP offices within 30 days of notification that a new DJJ program will be placed in their school districts and/or when the district becomes aware that a program in their district is scheduled to close. Additionally, contract managers are responsible for notifying JJEPP at least 30 days prior to a change in a DJJ program's educational provider.**

The contract manager or designee should ensure that educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. If school districts contract with private providers for the educational services, an accounting of the expenditures identified in *State Board Rule 6.05281, Florida Administrative Code (FAC.)*, shall be required by the local school board.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



**FLORIDA DEPARTMENT OF EDUCATION**

**Dr. Eric J. Smith, Commissioner**

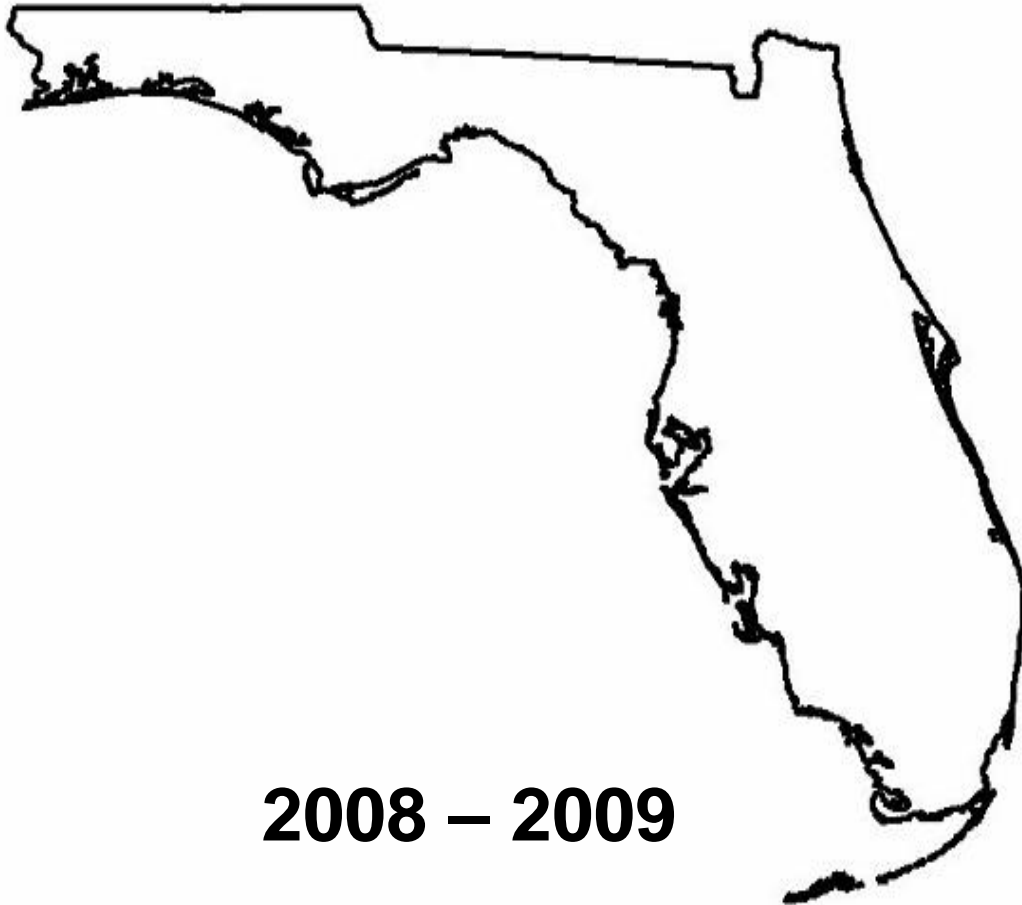
**10210**

# Educational



# Quality Assurance Standards

## Juvenile Justice Detention Centers



**2008 – 2009**

Bureau of Exceptional Education and Student Services • Division of K-12 Public Schools  
Florida Department of Education



This is one of many publications available through the Bureau of Exceptional Education and Student Services, Florida Department of Education, designed to assist school districts, state agencies that support educational programs, and parents in the provision of special programs for exceptional students. For additional information on this publication or for a list of available publications, contact:

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**2008 – 2009**

**Educational  
Quality Assurance  
Standards**

*for*

**Juvenile Justice  
Detention Centers**

This product was developed by the Juvenile Justice Educational Enhancement Program (JJEPP), which is a special project funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B, and Title V of the Elementary and Secondary Education Act.

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## Preface

### Quality Assurance for Juvenile Justice Educational Programs

The Juvenile Justice Educational Enhancement Program (JJEPP) conducts annual quality assurance (QA) reviews of educational programs in Florida's juvenile justice facilities. JJEPP is funded by the Florida Department of Education (DOE), Bureau of Exceptional Education and Student Services, through a grant to the College of Criminology and Criminal Justice at Florida State University.

### JJEPP Mission Statement

JJEPP's mission is to ensure that each student who is assigned to a Department of Juvenile Justice (DJJ) program receives high-quality, comprehensive educational services that increase that student's potential for future success.

JJEPP's four main functions are to:

- Conduct research that identifies the most promising educational practices
- Conduct annual QA reviews of the educational programs in Florida's juvenile justice facilities
- Provide technical assistance to improve the various educational programs
- Provide annual recommendations to the DOE that are ultimately aimed at ensuring the successful transition of students back into community, school, and/or work settings

### JJEPP Vision Statement

The vision of the DOE and the JJEPP is for each provider of educational services in Florida's juvenile justice facilities to be of such high quality that all young people who make the transition back to their local communities will be prepared to return to school, work, and home settings as successful and well-educated citizens.

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## Introduction

Quality Assurance (QA) reviews are a valuable method of assisting providers and school districts with achieving, evaluating, and maintaining high-quality educational programs in juvenile justice facilities. Each year at statewide conferences and meetings, Juvenile Justice Educational Enhancement Program (JJEEP) and Department of Education (DOE) staff solicit input from school districts and providers for annual revision of the QA standards. Before the new QA review cycle begins, school district contract managers, lead educators, and private provider personnel are invited to participate in regional meetings or conference calls with JJEEP staff to discuss changes in the standards.

Educational QA standards are developed for each of the three types of juvenile justice facilities:

- Residential commitment programs
- Day treatment (prevention, intensive probation, and conditional release)
- Detention centers

**This document contains only the standards used to evaluate educational programs in juvenile justice detention centers.** Detention centers are operated by the Florida Department of Juvenile Justice (DJJ) that detain students while they are awaiting court appearances or awaiting placement in a commitment facility.

To obtain the publications detailing the standards for *day treatment* programs and *residential* juvenile justice commitment programs, contact the entities listed on the inside front cover of this publication or download them from the JJEEP Web site at <http://www.criminologycenter.fsu.edu/>.

## History of the Educational QA Standards

In 1995, Florida Department of Education (DOE) staff developed the first set of quality assurance (QA) standards to encourage continuous improvement in juvenile justice educational programs. One set of standards for all types of programs was drawn from exceptional student education (ESE) performance standards and statutory authority. The standards focused on administration and each program's philosophy, procedures, and approach to education. The standards were revised in 1996 and 1997.

In 1998, the project was awarded to the Florida State University School of Criminology and Criminal Justice, resulting in the creation of the Juvenile Justice Educational Enhancement Program (JJEED). During that year, JJEED conducted an extensive literature review on promising and best educational practices for delinquent and at-risk youths and hosted five regional meetings to obtain input from practitioners in the field.

A new set of standards, based on the results of the literature review and input from practitioners, was developed for the 1999 QA review cycle. Early in 1999, JJEED, the Office of Program Policy Analysis and Government Accountability (OPAGA), and the Juvenile Justice Accountability Board (JJAB) submitted reports to the Florida Legislature, which resulted in the enactment of *HB 349*. This legislation addressed numerous requirements for juvenile justice education, including the creation of *Rule 6A-6.05281, Florida Administrative Code (FAC.), Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs*.

The 2000 QA standards were modified to address these new requirements, including contract management, year-round schooling, and other educational accountability issues. The 2001 QA standards addressed new legislative requirements, including adult and career education. Minor revisions occurred in 2002 and 2003 based on input from school districts and provider practitioners. The standards have continued to be revised each year based on ongoing best practice evaluation research and new legislative requirements.

In 2001, President George W. Bush signed the *No Child Left Behind Act (NCLB)*, the reauthorization of the *Elementary and Secondary Education Act of 1965*. This legislation is having a far-reaching impact on school performance and accountability throughout the country.

In our efforts to implement NCLB systematically, JJEED plans to conduct continual research to identify evidence-based best practices in juvenile justice education. Specifically, JJEED is conducting longitudinal research and student outcome assessments of juvenile justice commitment programs as well as case studies of high- and low-performing juvenile justice educational programs. These longitudinal outcome and case study results will serve multiple purposes that include determining educational practices that lead toward improved student academic attainment and outcomes, identifying demonstration sites that exhibit these best educational practices, developing technical assistance materials for average- and low-performing programs, and making policy recommendations for statewide system improvement.

## Reference Points for Educational QA Standards

Quality Assurance (QA) standards and program evaluation are based on state and federal requirements. Although programs are required to follow all state statutes and rules, the following most directly relate to juvenile justice educational programs.

*Section 1003.428, Florida Statutes (A++ Secondary Reform)*—This bill supports transition goals, specifically, requiring students to declare a high school major; defines the Florida Ready to Work Certification Program to enhance students’ workplace skills; and defines requirements for middle school promotion, high school graduation, and professional development plans.

*No Child Left Behind Act of 2001 (NCLB), (P. L. 107-110)*—The overall purpose of this act is to ensure that every student has well-prepared teachers, research-based curricula, a safe learning environment, and a fair and equal opportunity to reach proficiency in state academic achievement standards and statewide academic assessments.

*Individuals with Disabilities Education Improvement Act of 2004 (IDEA-2004) (Section 1407, 20 U.S.C. [2004])*—IDEA promotes the concept that every child is entitled to a free appropriate public education and mandates that eligible children with disabilities have available to them specially designed instruction and related services to address their unique educational needs and prepare them for post-secondary education, employment, and independent living.

*Section 1003.51, Florida Statutes (Other Public Educational Services)*—This statute describes the State Board of Education’s role in articulating expectations for effective education programs for youth in Department of Juvenile Justice (DJJ) programs and identifies the requirement for QA of all juvenile justice education programs.

*Section 1003.52, Florida Statutes (Educational Services in Department of Juvenile Justice [DJJ] Programs)*—This statute describes the importance of educational services for students in juvenile justice facilities and outlines the Department of Education (DOE) and the DJJ responsibilities that pertain to the provision of these services.

*Section 1003.53, Florida Statutes (Dropout Prevention and Academic Intervention)*—This statute describes alternative education programs and eligibility criteria for students to attend these programs.

*Florida Course Code Directory and Instructional Personnel Assignment—The State Board of Education Rule 6A-1.09441, FAC.*, requires that programs and courses funded through the Florida Education Finance Program offered for credit be listed in the *Course Code Directory*.

*Section 504 of the Rehabilitation Act, Nondiscrimination under Federal Grants and Programs*—Section 504 mandates a free appropriate education, including individually designed programs for applicable students. “Appropriate” means an education comparable to the education provided to nondisabled students. A student is eligible for Section 504 services as long as he/she has a physical or mental impairment that substantially limits a major life activity, which includes but is not limited to caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Exceptional student education (ESE) and non-ESE students may receive Section 504 services.

*Rule 6A-6.05281, FAC. (Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs)*— This rule relates to the many areas juvenile justice educational programs are required to address that include, but are not limited to, student eligibility, ESE, content and transfer of student records, student assessment, individual academic plan (IAP) development, transition services, academic expectations, qualified teachers, funding, contracts with private providers, intervention/sanctions, and interagency collaboration. Many of the educational QA standards are derived from this rule.



## Quality Assurance Review Methods

### QA Review Protocol

The 2008-2009 quality assurance (QA) reviews are based on self-reported information and a two- to three-day on-site visit. Larger programs may require a longer review with a team of reviewers, including peer reviewers as needed. When the Department of Juvenile Justice (DJJ) reviews and the Juvenile Justice Educational Enhancement Program (JJEEP) educational reviews are conducted simultaneously, all of the reviewers discuss their findings.

The on-site review focuses on student services and ensures that state and federal laws regarding juvenile justice education are being implemented appropriately. Reviewers conduct ongoing debriefing conversations with educational personnel regarding preliminary findings, recommendations, and clarifications of any issues related to the review outcome. This provides the opportunity for the program to identify problematic areas and present additional information that may impact their preliminary ratings.

Reviewers conduct a formal exit meeting on the final day of the review to present findings and preliminary (*Superior, Satisfactory, or Partial*) ratings. Numerical scores are not assigned at this meeting.

### Self-Reporting

Much of the information required for rating QA standards is provided in each program's self-report and supporting documentation. All programs (regardless of exemplary status) are required to submit pertinent self-report information and supporting documents to the JJEEP offices by July 18, 2008.

**Failure to submit self-report information in a timely manner may negatively affect the QA rating of the indicator for school district monitoring, accountability, and evaluation.**

Self-reported information is confirmed and/or updated via telephone conversations with the program's lead educator and/or school district contract manager the week prior to the on-site visit. Final verification of the accuracy of this self-report information is made during the on-site QA review.

Requested self-report information may include teacher certifications and qualifications, professional development training records, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, program type, and age range of students), school names and numbers under which diplomas are reported, course offerings, class schedules, bell schedules, school calendars, and sample educational forms.

For complete information on self-reporting requirements and timelines, visit the JJEEP Web site at <http://www.criminologycenter.fsu.edu/> or contact JJEEP at (850) 414-8355.

## Exemplary Programs

In 2005, the Juvenile Justice Educational Enhancement Program (JJEEP) instituted a process of assigning *exemplary* status to acknowledge high performing programs based on previous overall quality assurance (QA) scores.

**Exemplary programs are required to submit all self-report information** and participate in a review of only the critical benchmarks, which are rated *pass* or *fail*. Deficiencies and recommendations regarding one failed benchmark are addressed in the QA report.

Exemplary programs that fail more than one critical benchmark lose their exemplary status and receive a full on-site QA review the same year, and all exemplary programs participate in a full educational QA review the year following a change in the educational provider.

**Exemplary I—An educational program with an overall average QA score of 7.0 or higher** receives *Exemplary I* status and will not have an on-site QA visit for one year. A JJEEP reviewer will call the school district contract manager to confirm the program’s self-report information. During the subsequent second and third years, these programs will submit self-reports and receive one-day reviews of only critical benchmarks.

**Exemplary II—An educational program with an overall average QA score of 6.5 or higher** receives *Exemplary II* status and will participate in abbreviated (one-day) reviews of only the critical benchmarks for the next two years.

For state agency and annual reporting purposes, the QA scores for those programs that receive exemplary status are carried over each year for the duration of their exemplary status until they receive another full educational QA review.

## QA Review Methods

The JJEEP QA review process is evidence-based, using the same data sources to evaluate the quality of educational services provided in each Department of Juvenile Justice (DJJ) educational program. To determine QA ratings, reviewers consider the preponderance of evidence from multiple sources, such as self-report documents; files maintained on site; interviews of educational program and school district administrators, support personnel, teachers, and students; and observation of classrooms, educational activities, and services.

Daily communication with stakeholders is a crucial component of the on-site review; discussion of preliminary findings occurs informally throughout the review process. Reviewers identify issues, make recommendations, and answer questions related to educational standards. This provides all stakeholders the opportunity to identify problematic areas and provide the reviewer with additional information that may impact the preliminary ratings.

Recommendations and commendations, as appropriate, are identified in the QA report mailed to the school district superintendent, school district contract manager, and the lead educator.

## QA Rating Guidelines

The educational QA process evaluates the quality of educational services provided to students since the last QA review or for the entire year, depending on the review schedule. External factors affecting educational quality may be identified in the QA report. Educational personnel should retain documentation to verify situations or circumstances beyond the control of the educational provider and the school district.

Preliminary QA ratings presented on the last day of the on-site review are subject to final determination upon review by additional Juvenile Justice Educational Enhancement Program (JJEEP) staff and Department of Education (DOE) personnel. To ensure consistency among reviewers, at least two other JJEEP reviewers and the QA review director reviews each QA report.

Prior to assessing the **overall quality** of an indicator, reviewers determine whether minimum requirements are met in each benchmark. Failure to meet minimum requirements for a single **critical** benchmark (identified by boldfaced type) results in a *Partial* or *Nonperformance* (3-0) rating.

These 10 benchmarks have been identified as **critical** to satisfactory performance:

- |   |   |
|---|---|
| <b><u>1.1</u> Enrollment</b>                          | <b><u>4.2</u> Exceptional student education (ESE) process</b> |
| <b><u>2.1</u> Entry academic assessment</b>           |   |
| <b><u>2.3</u> Individual academic plans (IAPs)</b>    | <b><u>5.1</u> Adequate instructional time</b>                 |
| <b><u>2.4</u> Individual educational plans (IEPs)</b> | <b><u>6.1</u> Teacher certification</b>                       |
| <b><u>3.1</u> Substantial academic curriculum</b>     | <b><u>9.2</u> Data management</b>                             |
|   | <b><u>9.4</u> Contract management oversight</b>               |

Additionally, an indicator may receive a *Partial* rating (even if all critical benchmarks are met) if the overall quality of the indicator is not satisfactory. Failure to meet minimum requirements for a single *noncritical* benchmark results in an indicator rating of no higher than a *Satisfactory 5*.

## QA Rating Scale

### ***Superior Performance – Rating of 7, 8, or 9***

The expected outcome of the indicator is clearly being met; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

### ***Satisfactory Performance – Rating of 4, 5, or 6***

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

### ***Partial Performance – Rating of 1, 2, or 3***

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

### ***Nonperformance – Rating of 0***

The expected outcome of the indicator is clearly not being addressed.

If a school district contract manager or educational provider feels the educational QA review was conducted unfairly, he/she may submit a letter to the JJEEP QA Review Director stating specific concerns. JJEEP and DOE staff, as necessary, will address these concerns, and the QA review director will notify the school district contract manager and the educational provider of the outcome.

## System Improvement Process

The purpose of the system improvement process is for the Juvenile Justice Educational Enhancement Program (JJEED) staff to increase time for technical assistance (TA) to lower-performing programs to improve their educational services and student performance. To meet this goal, JJEED and the Department of Education (DOE) have developed and implemented a comprehensive system of corrective action and TA. Technical assistance, which is guided by research in current best practices, is integrated into all of JJEED's activities.

### Procedures to address deficiencies that do not require corrective action

The JJEED reviewer will report deficiencies that may result in a failing indicator score(s) to the educational program and school district personnel present at the exit meeting the last day of the quality assurance (QA) review.

- Programs that receive a *Partial* (0 to 3) rating in any indicator, but receive *Satisfactory* standard ratings, will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from DOE.
- Programs should utilize all available resources (i.e., school district and DOE resources) to assist them in correcting deficiencies.
- The school district and the program are expected to address all deficiencies and corresponding recommendations noted in the QA report prior to the following year's QA review.

### Corrective Action Process

This process facilitates the collaborative efforts of program and school district personnel to identify and correct systemic problems that are contributing to unsatisfactory QA ratings.

**Programs** that receive a below satisfactory rating in one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

**School districts** that receive a below satisfactory rating for Standard 4 for two or more consecutive years will receive a CAP.

To complete a CAP, programs and/or school districts must establish a corrective action team that includes the lead educator, the school district contract manager (or official designee), and others who relate to the identified areas requiring corrective action. JJEED and DOE staff provide assistance as needed.

**The school district is responsible for ensuring that CAPs are completed and returned to JJEED within 90 days of the date of the official notification letter from DOE.** School districts must meet the State Board of Education (SBE) rule timelines for the implementation of CAPs.

If a program fails to submit its CAP by two weeks after the due date, the QA review director sends a letter informing the lead educator, the contract manager, the school district superintendent, and the DOE that the CAP has not been submitted. DOE staff will send a follow-up letter to the contract manager and the superintendent if a response has not been received four weeks after the original CAP due date.

The school district superintendent verifies that the CAP has been implemented by signing the CAP implementation form and submitting it to the QA director at JJEED. This form must be submitted within six months of the date of the official notification letter from DOE.

JJEEP staff conduct a final follow-up of corrective action plan (CAP) implementation during the following year’s quality assurance (QA) review and note in their QA reports progress that school districts and programs are making in areas identified in their CAPs.

Programs that fail overall or fail the same standard two consecutive years will receive more intensive follow-up or assistance from the Department of Education (DOE).

The following tables outline the corrective action process for programs and school districts.

<b>Program CAPs</b>		
<b>QA Review Cycle</b>	<b>Trigger</b>	<b>Action</b>
Year 1	Fail Standard 1, 2, or 3	CAP required
Year 2	Fail the same standard for two consecutive years	CAP required DOE notified to provide assistance/intervention and/or sanctions
Year 3+	Fail the same standard for three (or more) consecutive years	CAP required Program remains on DOE list for assistance/intervention and/or sanctions

<b>School District CAPs</b>		
<b>QA Review Cycle</b>	<b>Trigger</b>	<b>Action</b>
Year 1	Fail Standard 4	Deficiencies noted in QA report
Year 2	Fail Standard 4 for two consecutive years	CAP required
Year 3	Fail Standard 4 for three consecutive years	CAP required DOE notified to provide assistance/intervention and/or sanctions
Year 4+	Fail Standard 4 for four (or more) consecutive years	CAP required School district remains on DOE list for assistance/intervention and/or sanctions

JJEEP and/or DOE staff will provide TA to a program and/or a school district required to complete a CAP.

Most TA is provided during the on-site QA review and through the recommendations in the written QA reports. Contact with program and school district staff is ongoing via mail, fax, telephone, and e-mail (answering questions, clarifying Florida policies, assisting programs in networking with other programs, and providing samples of exemplary forms and processes used by other Department of Juvenile Justice [DJJ] programs).

## Technical Assistance Criteria

### *New Programs*

**School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEED) within 30 days of notification that a new Department of Juvenile Justice (DJJ) program is being placed in their school districts.**

To provide technical assistance (TA) a JJEED reviewer may:

1. Be assigned to a new program by the JJEED QA Training Director
2. Complete a TA request form and contact program and school district personnel to determine program needs and to plan the on-site visit
3. Conduct initial TA and a mock QA review and submit a written report to the QA Training Director who sends it to the Department of Education (DOE)
4. Identify needs for TA follow-up and develop a schedule for delivering support services as needed

The first full QA review for a new program should not occur earlier than six months following the mock QA review or the last on-site TA visit. (The same reviewer will not conduct both the mock QA review and the program's first full review.)

### *Education Provider Change*

**School district representatives should inform JJEED within two weeks of notification of an educational provider change.**

A program with an educational provider change may receive TA prior to its QA review based on the identified needs of the educational program.

### *Corrective Action Follow-up*

A program that fails one of Standards 1, 2, or 3 but has a passing overall average score (4.00 or higher) will receive a corrective action plan (CAP) and follow-up TA.

The reviewer (and peer reviewers when appropriate) will provide intervention strategies, networking, and other resources based on the needs of the program and may contact school district personnel if the program needs additional assistance.

A school district that fails Standard 4 for two consecutive years will receive a CAP and follow-up TA.

### *Failing Programs*

A program with an average overall score of less than 4.00 will receive a CAP and a TA visit in which:

1. The JJEED reviewer and a DOE representative (as appropriate) meets with the CAP team to assist with plans to correct the deficiencies identified in the QA report
2. The reviewer may conduct a needs assessment with school district and program administrators, teachers, and students and report the results to the school district and the program
3. The reviewer conducts follow up TA as needed

## **DOE Assistance**

A program that fails the same standard for two consecutive years will receive a corrective action plan (CAP) and may receive assistance/intervention and/or sanctions by the Department of Education (DOE). A program that fails the same standard for three or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

A school district that fails Standard 4 for three consecutive years will receive a CAP and may receive assistance/intervention and/or sanctions by the DOE. A school district that fails Standard 4 for four or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

When a program and/or school district is identified as needing assistance/intervention and/or sanctions, Juvenile Justice Educational Enhancement Program (JJEPP) staff may facilitate meetings with all relevant parties, including JJEPP administrators, DOE representatives, school district officials, provider personnel, program leadership, and Department of Juvenile Justice (DJJ) staff when appropriate. Through this collaboration, programs and school districts should identify the systemic problems associated with poor performance, appropriate solutions, and parties responsible for implementation of the CAP. This process may result in a monitoring plan from the DOE.

## **Intervention and sanctions referenced in the State Board of Education Rules**

*Rule 6A-6.05281(10), Florida Administrative Code (FAC.)*, provides for intervention and sanctions.

### ***Intervention***

- Technical assistance to the program
- Follow-up educational program review

### ***Sanctions***

- Public release of unsatisfactory findings, assistance/interventions, and/or corrective actions proposed
- Assignment of a monitor, a master, or a management team to address identified deficiencies paid for by the local school board or private provider (if included in the contract)
- Reduction in payment or withholding of state and/or federal funds

Should these sanctions prove to be ineffective in improving the quality of the program, the State Board of Education may require further actions, including revocation of current contracts, requirements for specific provider contracts, and/or transfer of responsibility and funding for the educational program to another school district.

## Educational Standard One: Transition

The transition standard is composed 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 identify students' academic and career and technical strengths, weaknesses, and interests to address the individual needs of the students and that academic and transition planning is designed and implemented to assist students in maximizing academic achievement.



## Indicator 1: Transition Services

## Notes

### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program has transition activities that include:

- 1.1** Enrolling students in a temporary schedule upon entry; changing students’ enrollment to permanent status by their 22nd school day in the program; enrolling students in appropriate courses based on past records, entry assessments, Florida Comprehensive Assessment Test (FCAT) scores, and student progression requirements (Management information system [MIS] enrollment should include elementary, middle, and high school courses that address English/language arts, math, social studies, and science curricula as needed to address individual students’ needs for student progression or high school graduation.)
- 1.2 Providing daily Department of Juvenile Justice (DJJ) population reports to the lead educator, teachers, school registrar, and other educational support staff to inform them of students’ status (i.e., awaiting placement into a commitment programs or release to their respective communities) and expected release dates
- 1.3 Documenting participation of an educational representative who is familiar with the students’ performance in detention hearings or staffings to determine the status of students in the detention center and to assist students with successful transition to their next educational or career/technical placements
- 1.4 Documenting transmittal of educational records for students who are returning to “in-county” schools that include school district withdrawal forms with numerical grades in progress to the next educational placements at the time of exit (Students’ days in attendance and current transcripts should be accessible via the MIS.)
- 1.5 Documenting the transmittal of current educational records for students transferring to “out-of-county” schools/residential programs/private schools that include cumulative transcripts, individual educational plans (IEPs), individual academic plans (IAPs), and/or progress monitoring plans, assessment data, and school district withdrawal forms with numerical grades in progress to students’ next educational placements, transportation personnel, or juvenile probation officers (JPOs) at the time of exit

### QA Review Methods

- 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), progress monitoring plans, IAPs, transition plans, and other appropriate documentation
- Interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students
- Observe detention hearings or staffings, when possible

## Clarification

Documented requests for students’ most current educational records (by fax or electronic access) must be made within five school days of student entry unless the program documents that records were received prior to the student’s enrollment. (Fax transmittal receipts should be retained.) Electronic files of educational records maintained on site are acceptable. Withdrawal grades from the student’s previous school should be averaged into current semester grades from the program.

Out-of-county students’ 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.

Records requested should include the most current transcripts, academic plans, withdrawal forms, progress monitoring plans, entry assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records. Follow-up requests should be made and documented.

Programs must provide courses for credit and/or student progression leading toward high school graduation throughout the 250-day school year, including summer school. Middle school students must be enrolled in language arts, math, science, and social studies. Requirements for high school graduation now include four credits in math and selection of a major area of interest beginning with 9th grade students enrolled in 2007.

Students in detention centers should earn grades for every day they are enrolled in school.

The program should maintain documentation of transmittal of students’ records directly to their next educational programs, to transportation personnel, or to students’ juvenile probation officers (JPOs) for inclusion in commitment packets at the time of exit. This will help ensure that a continuum of educational services is provided throughout the students’ educational placement in the juvenile justice system.

**Educational personnel in detention centers should not wait on records requests to send students records to receiving schools. Students’ next educational placement should be verified at detention hearings or through Department of Juvenile Justice (DJJ) personnel to determine where records should be sent.**

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, refer to the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs*  
<http://www.criminologycenter.fsu.edu/jjeep/tech-publications.php>.

For school district transition contacts, access <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>

Each school district is responsible for updating its transition contact information. To make changes, go to <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 2: Assessment and Planning

### Notes

### Intent

The expected outcome of this indicator is that entry assessments are used to identify students' academic, career, and technical strengths, weaknesses, and interests to address the individual needs of the students and that academic and transition planning is designed and implemented to assist students in maximizing academic achievements.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program's assessment and planning practices include:

- 2.1** Administering an assessment for reading, writing or language arts, and mathematics within 10 school days of student entry into the facility and using the results to guide instruction
- 2.2 Administering career aptitude/interest assessments within students' first 22 school days to enhance employability, career, and technical instruction
- 2.3** Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that
  - Are based on entry assessments, past records, and post-placement goals
  - Are developed within 22 school days
  - Include specific, individualized, and measurable long-term goals for reading, writing/language arts, and math
  - Include at least two short-term instructional objectives per goal
  - Identify remedial strategies
  - Include a schedule for determining progress
- 2.4** Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs
- 2.5 Reviewing students' academic progress toward achieving their IAP and/or IEP goals and objectives/benchmarks, revising IAPs when appropriate, and providing IEP progress reports to parents as often as progress reports are sent home for all students
- 2.6 Advising students with regard to their abilities, aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities and communicating to students their educational status and progress.

### QA Review Methods

- Review student educational files, assessment tests, management information system (MIS) records, and other appropriate documentation
- Interview personnel responsible for testing procedures, other appropriate personnel, and students
- Review student educational files, IAPs, IEPs, treatment files, and other appropriate documentation
- Interview instructional, guidance, and transition personnel; other appropriate personnel; and students

## Clarification

Detention centers may administer any entry academic assessments for reading, writing/language arts, and math and are not required to report the results through the management information system (MIS). Assessment results should be used to create the foundation for developing the student’s educational program. **Detention centers should not administer the Basic Achievement Skills Inventory (BASI) at any time, to any students.**

Entry assessments should be re-administered (as appropriate based on test administrator guidelines) if 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 guide students in future career decision-making. Students under the age of 12 are not required to complete a career assessment.

Individual academic plans (IAPs) should document students’ needs and identify strategies to assist them in reaching their potential. Students should participate in the development and the revision of their IAPs. Long-term educational goals and short-term instructional objectives for non-exceptional student education (ESE) students may be found in each student’s performance contract, treatment plan, IAP, or other appropriate documents.

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.

Individual educational plans (IEPs) for students assigned to ESE programs should be individualized and include all information required by federal and state laws. IEPs should address academic, behavioral, and/or functional goals and objectives as appropriate. Instructional personnel should have access to their students’ IEPs.

IAPs, IEPs, and progress monitoring plans should document at least two objectives per goal. Instructional personnel should use IAPs, IEPs, or progress monitoring plans for instructional planning and for tracking students’ progress.

Student progress toward the completion of their IEP goals should be documented on IEP progress reports and provided to parents on the same schedule as reporting of progress for general education students.

Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students who are 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 who are delivering guidance services are communicating this information to students.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## **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 a high school diploma or the equivalent.

### **Indicator 4: Specially Designed Instruction 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

## Notes

### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program offers academic curriculum and instruction through:

- 3.1** A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students enrolled, and the Florida Sunshine State Standards (FSSS)
- 3.2 Literacy skills activities, tutorial and remedial strategies, and social skills programs **for students in the detention center 21 school days or fewer**
- 3.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings **for students in the detention center 22 school days or more** (Such strategies should address instruction that is aligned with individual academic plans [IAPs] and individual educational plans [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’ auditory, visual, kinesthetic, and/or tactile learning styles.)

### QA Review Methods

- Review students’ educational files, work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, IAPs, IEPs, Section 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 and based on student's individual needs and post-placement goals. Programs should prepare each student so that he or she has the opportunity to obtain a high school diploma through his or her chosen graduation program.

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.

All curricula must address students' multiple academic levels. Instructional personnel should use long-term goals and short-term instructional objectives in students' individual academic plans (IAPs) and individual educational plans (IEPs) to guide individualized instruction and to provide educational services. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Individualized instruction should include direct instruction (teacher-led instruction through explanation or modeling, followed by guided practice and independent practice) and be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on activities.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## Indicator 4: Specially Designed Instruction and Related Services

### Notes

#### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program provides educational support services to all students as needed, including:

4.1 Documenting the initiation of the exceptional student education (ESE) process

**4.2** Completing the ESE process:

- Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate
- Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students’ goals and objectives as written
- Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings
- Ensuring that all transition-related requirements (including career plans) for students who are 14 years or older are addressed in their IEPs
- Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)

4.3 Implementing specially designed instruction and related services that are outlined in students’ IEPs

4.4 Providing services as outlined in the students’ plans for English language learners (ELL), students eligible under Section 504, and gifted students

#### QA Review Methods

- Review IEPs, EPs, Section 504 plans, limited English proficiency (LEP) plans, 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 exceptional student education (ESE) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Initiation of the ESE process may include continuing ESE services for in-county students, developing course schedules based on their current individual educational plans (IEPs) and educational plans (EPs), enrolling students, recording class attendance, notifying appropriate personnel of students who require ESE services, and notifying parents regarding IEP/EP review meetings or request to amend IEPs.

The program must document solicitation of parent involvement and reasonable notification (10–14 days prior) to attend IEP/EP meetings. The IEP/EP team must include the parents, the local education agency (LEA) representative, the student’s ESE teacher, a general education teacher of the student, the student (as appropriate for gifted students) beginning at age 14, and one who can interpret instructional implications of evaluation results (and who may serve in other roles as well). The meeting may be held without the parent if at least two notices were provided or if the parent responded to the first notice. The program must document (with dates) the mailing of IEPs/EPs to parents who do not attend the meetings.

According to *Rule 6A-6.03028, Florida Administrative Code (FAC.)*, IEPs must include a statement of diploma options for students in the 8th grade or older, planning for transition services on or before a student’s 14th birthday, and a statement of transition service needs. By age 16, IEPs must include appropriate measurable post-secondary goals based on age-appropriate transition assessments related to training/education, employment, and, if appropriate, independent living skills, and transition services (including courses of study) needed to assist the students in reaching those goals. Transition plans may be written for students before age 14 who are at risk of dropping out of school or who have significant disabilities or complex needs. The transition statements/plans in students’ IEPs cannot be used in place of exit transition plans.

According to *Rule 6A-6.03028, FAC.*, and *Section 300.321 of Title 34 of the Code of Federal Regulations*, an LEA representative is a “representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district.” The student’s ESE teacher may also serve as the LEA representative if he/she meets the criteria; non-school district employees must obtain written approval from the school district ESE director to serve as the LEA representative.

ESE teachers cannot serve as both the ESE teacher and the general education teacher in the same classroom.

**Students who are on the special diploma track must be served in an appropriate model: co-teaching, ESE support facilitation, or self-contained classroom.** For more information on ESE service delivery models, refer to the Florida Course Code Directory.

Students who are English language learners (ELL), eligible under Section 504, or gifted who have corresponding plans to address these needs, must be provided all of the services indicated on those plans, including mental and physical health services. Students’ support and educational services should be integrated, and related services, accommodations, and modifications for appropriate students should be documented. ELL students should have current limited English proficiency (LEP) plans to address their language needs. Consultative services should be provided to instructional personnel serving students assigned to ESE programs and to students in accordance with their IEPs. Consultative logs should document specifically how the student is progressing and what strategies are used to assist the student.

The decision to change services must be addressed during IEP team meetings or by following required amendment procedures based upon current, documented information regarding the student’s progress and need for services. A determination regarding gifted services would be an EP team decision. The parent must be provided prior written notice of a proposed change in services before the change occurs, and the IEP/EP must be revised, as appropriate.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## **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 environments 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**

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

### **Indicator 7: Professional Development and Teacher Retention**

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

### **Indicator 8: Learning Environment and Resources**

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources to maximize their academic achievement and prepare them for a successful return to school and the community.

## Indicator 5: Collaboration

## Notes

### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program facilitates collaboration to provide:

- 5.1** A minimum of 300 minutes of daily instruction or the weekly equivalent
- 5.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 5.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities
- 5.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior

**Student participation in off-site community activities is not required for detention centers.**

### QA Review Methods

- Review the annual school calendar, bell schedule, faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, behavior management plan, 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

Programs must provide a minimum of 240 days per year of 300 minutes daily instruction (or the weekly equivalent). Time for student movement is not included in the 300 minutes and should be reflected on the schedule. Facility staff and educational personnel should collaborate to ensure that students are in school on time and receive the required instructional minutes. Educational administrators should document steps taken to address issues when facility staff are not transitioning students according to the bell schedule.

Programs must have and follow a plan to provide continued access to instruction for students who are removed from class for an extensive amount of time due to behavior problems. Exceptional student education (ESE) students who are removed from class must be able to participate in the general educational curriculum and work toward meeting their individual educational plan (IEP) goals and objectives.

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, the Department of Juvenile Justice [DJJ], providers, and educational and program staff) should be ongoing to facilitate smooth operation of the educational program.

Community involvement activities should be integrated into the educational program’s curriculum and can be aligned with school-to-work initiatives. Parent involvement should be evident; parents should be involved in successful transition of their student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Community involvement activities should be documented with dates and should be from a variety of sources, such as tutors, mentors, clerical and/or classroom volunteers, career days, guest speakers, and business partners to enhance the educational program and student involvement in the community. Student volunteerism within the program and mentoring/role modeling experiences are also examples of community involvement.

Classroom management should be incorporated into 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 collaboratively by educational personnel and facility staff during instructional delivery activities.

Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Instructional personnel and facility staff members should provide positive reinforcement for appropriate student behavior. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 6: Educational Personnel Qualifications

### Notes

### Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

All instructional personnel:

- 6.1** In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 6.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill

### QA Review Methods

- Review educational personnel files, teaching certificates, statements of eligibility, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

Instructional personnel are persons who are delivering instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. Schools should hire and assign teachers in core academic areas according to their areas of certification. The *No Child Left Behind Act* (NCLB) establishes specific requirements for “highly qualified teachers” (HQT) in the core academic areas (English/language arts, reading, 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.

All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds, must meet HQT requirements within the timelines prescribed in NCLB. For programs that receive Title I, Part A funds, documentation must be retained to indicate that parents have been notified by letter if their child’s teacher is teaching out-of-field for more than four weeks.

Reading teachers must have reading certification, documented evidence of the completion of the reading endorsement requirements, or documentation of the completion of at least two reading competencies for every year of teaching reading at the current program. New reading teachers should document enrollment in coursework leading toward reading endorsement or reading certification.

Teachers who pass the middle grades integrated curriculum exam may become certified to teach over 100 core courses (*excluding* reading).

Any teacher hired after the beginning of the 2006-2007 school year will not be able to use the high objective uniform state standard of evaluation (HOUSSE) option to meet HQT requirements. However, teachers who completed all HOUSSE requirements prior to the end of the 2006-2007 school year maintain their highly qualified status.

Programs and school districts should provide evidence that they are actively seeking qualified teachers when teacher positions are vacant or long-term substitutes are being used. Substitute teachers must be approved by the school district and comply with the requirements in Benchmark 10.1 for core academic subject areas if they fill a teacher vacancy for eight consecutive weeks or longer. After teaching eight consecutive weeks, substitute teachers must provide, at a minimum, documentation of an accepted application for teaching certification. Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications.

The use and approval of noncertified personnel to teach noncore academic subjects must be documented and based on local school board policy.

Both the program provider and the school district should have input into hiring all instructional personnel 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 the requirements of this indicator.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## Indicator 7: Professional Development and Teacher Retention

### Notes

#### Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

**Process Guidelines**—The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

All instructional personnel:

- 7.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate
- 7.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English languages learners [ELL] programs.)

The educational program administration:

- 7.3 Has strategies in place to recruit and retain highly qualified instructional personnel

#### QA Review Methods

- Review educational personnel files, training records, professional development plans, SIPs, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

## Clarification

A++ legislation requires that professional development plans be established by district school boards and incorporate school improvement plans.

Professional development plans are used to lead teachers toward professional growth or development. Instructional personnel should develop or have input into creating their individual plans to address their strengths and weaknesses. Professional development plans should be used as a working document and an evaluation tool based on the school district’s policy for human resource development.

Teachers should be provided the opportunity to attend professional development training to support their professional growth. Although routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of professional development 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 and opportunity to participate in school district professional development training on a continual annual basis. Professional development should qualify for inservice points for certification renewal.

Strategies to help retain highly qualified instructional personnel may include establishing a teacher mentor program, assigning teachers to teach in their certification areas, allowing time for teachers to collaborate with their colleagues, and creating positive work conditions or incentives for teachers to work in juvenile justice facilities.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 8: Learning Environment and Resources

### Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The program’s educational environment and resources include:

- 8.1 An adequate number of instructional staff and educational support personnel
- 8.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students’ ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers
- 8.3 Media materials, equipment, and technology for use by teachers and students
- 8.4 An environment that is conducive to learning
- 8.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate

### QA Review Methods

- Review the cooperative agreement and/or contract, available media resources and technology, student-to-teacher ratio, curricula and instruction materials, Internet policy, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- Observe educational settings
- Discuss findings with the Department of Juvenile Justice (DJJ) quality assurance reviewer when possible

## Clarification

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, exceptional student education (ESE) personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The student-to-teacher ratio should take into account the nature of the instructional activity, the diversity of the academic levels of students in the classroom, access to technology for instructional purposes, the need to individualize instruction, and the use of classroom paraprofessionals.

Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population. Leisure reading materials available should be aligned with school district policy.

Components that impact whether the environment is conducive to learning include, but are not limited to, facilities, school climate, organization, and appropriate materials, supplies, and technology.

All students should have access to computer technology to progress toward achieving career and/or educational goals, including access to the Florida Virtual School (FLVS) when students need courses for graduation that are not offered at the program. Additionally, programs should have a policy regarding students' Internet use.

### Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



## **Educational Standard Four: Contract Management**

The contract management standard consists of a single 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 9: 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 9: School District Monitoring, Accountability, and Evaluation

### Notes

#### 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 represent the major elements of the indicator used to gather evidence to determine whether the indicator’s intent is being met.

The school district ensures that:

- 9.1 The program submits a self-report in a timely manner
- 9.2** The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, and diplomas earned)
- 9.3 Accurate attendance records document daily student attendance and are maintained in the MIS
- 9.4** The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program
- 9.5 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports

#### QA Review Methods

- 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 state assessment participation results based on state AYP calculations

## Clarification

**The school district and program personnel should collaboratively develop the self-report survey and review its contents for accuracy prior to submission to the Juvenile Justice Educational Enhancement Program (JJEEP) offices.**

Each program should have an individual school number that is not shared with another school, including other Department of Juvenile Justice (DJJ) schools. Only enrolled students should be reported under the program’s unique school number, and adult county jail students should be reported under separate school numbers. All students’ information contained in Survey 1 through Survey 5 should be reported under the same school number, and the appropriate withdrawal code should be used for all existing students.

Quality assurance (QA) reviewers verify that student information is accurately reported in the management information system (MIS). Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program’s written procedures. 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 are reported to Department of Education (DOE) and may affect the program’s QA review score.

*Section 1003.52 (13), Florida Statutes (F.S.)* requires each school district to negotiate a cooperative agreement with the DJJ regarding the delivery of educational programs to students under the jurisdiction of DJJ. *Section 1003.52(11), F.S.*, also authorizes school districts to contract with private providers for the provision of DJJ educational programs. Contracts and cooperative agreements must be completed prior to the October FTE week and submitted to the DOE.

The school district contract manager (or designee) is expected to ensure that appropriate educational services are provided. The contract manager should document annual evaluation of the educational program and share the results with the lead educator. Additionally, the contract manager ensures that issues documented in QA reports are addressed in a timely manner.

**School district contract managers must notify the JJEEP offices within 30 days of notification that a new DJJ program will be placed in their school districts and/or when the district becomes aware that a program in their district is scheduled to close. Additionally, contract managers are responsible for notifying JJEEP at least 30 days prior to a change in a DJJ program’s educational provider.**

The contract manager or designee should ensure that educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. If school districts contract with private providers for the educational services, an accounting of the expenditures identified in State Board Rule 6A-6.05281, *Florida Administrative Code (FAC.)*, shall be required by the local school board.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0





**FLORIDA DEPARTMENT OF EDUCATION**

**Dr. Eric J. Smith, Commissioner**

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**This Annual Report** to the Florida Department of Education was produced by the Juvenile Justice Educational Enhancement Program, which is a special project operated by the Florida State University College of Criminology and Criminal Justice and funded by the Florida Department of Education Bureau of Exceptional Education and Student Services through federal assistance under the Individuals with Disabilities Act (IDEA), Part B.

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