

Juvenile Justice Educational Enhancement Program (JJEEP)

**2009-2010
Annual Report
to the
Florida Department of Education**

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Table of Contents

2009 Juvenile Justice Teacher of the Year: Deborah Broxton

Chapter 1: Introduction to the 2009–2010 Annual Report

- 1.1 Introduction
- 1.2 Overview of Chapters
- 1.3 Summary Discussion

Chapter 2: Annual Quality Assurance Results

- 2.1 Introduction
- 2.2 Educational Programs and Student Characteristics
- 2.3 QA Review Methods and Rating Guidelines
- 2.4 QA Results by Program Characteristics
- 2.5 QA Results for Education Providers and School Districts
- 2.6 Exemplary and Lower-Performing Programs
- 2.7 Summary Discussion

Chapter 3: Teacher Quality

- 3.1 Introduction
- 3.2 Changes in Teacher Quality Standards
- 3.3 Recent QA Data and Trends in Teacher Qualifications
- 3.4 Summary Discussion

Chapter 4: Recommended Accountability System for Florida’s Juvenile Justice Educational Programs

- 4.1 Introduction
- 4.2 Issues with developing a new cost-efficient accountability system
- 4.3 Purpose and goals of the accountability system
- 4.4 Performance measures used in the accountability system
- 4.5 Data sources used in the accountability system
- 4.6 Triggers and school follow-up for low performing schools
- 4.7 Implementation phases and timelines
- 4.8 Summary Discussion

Chapter 5: Summary and Discussion

- 5.1 The 2009-2010 QA Review Cycle
- 5.2 Future Directions and Recommendations

Appendices

- Appendix A:** 2009-2010 Programs by Percentage of Benchmark Passed
- Appendix B:** 2009-2010 Programs by Security Level
- Appendix C:** 2009-2010 Quality Assurance Standards

2009 Juvenile Justice Teacher of the Year

Deborah Broxton

Nassau Juvenile Residential Facility - Nassau County



Juvenile justice teacher Deborah Broxton of Region II, was named the 2009 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.

In her words...

Like most teachers, my philosophy of education includes being a lifelong learner, research to improve my skills, lesson planning, and controlling student behavior to increase engaged time. But on December 20, 1993, that philosophy was altered. When our son was killed in a car accident that evening, I learned the "value of a day" and knew immediately that this incident would forever change the way I viewed my students or anyone else for that matter. Letting an opportunity to celebrate someone's accomplishments slip by without a word of praise was no longer possible. I learned that I could never put off letting someone know they are valued or loved.

Over ten years ago, the district developed a program for the habitually truant, highly disruptive, pre-adjudicated students. I was the Lead Teacher for that program which was one of the reasons the Superintendent asked me to transfer to the Juvenile Residential Facility a year and half ago. The alternative setting laid the foundation for interacting with the students at the facility. My students come to me

with huge chips on their shoulders much like they did at the alternative program. You can see it in their faces and hear it in their voices during orientation: their head down, curt answers, the "I don't do school", "I don't care what you think, you can't hurt me", and "I'm keeping to myself, just leave me alone". Well leaving them alone is not in my nature but I don't push myself on them. During orientation I let them know that what they did to get into the program was their behavior and behaviors can change, it doesn't define them as a person. I know there is good in them so that will be what I choose to focus on. Treating everyone with respect is expected by anyone who enters my classroom knowing it will transfer into other areas of their lives over time. It is evident that I practice what I preach. And I do preach. Every day I tell them that "Knowledge is Power", "Keep Your Power, Don't hand it over or give it away" and "Education is your path to Freedom". I believe these statements with every fiber of my being and I know, they know, I mean what I say. Educating someone is so much more than providing rote information; it must be holistic, reaching all aspects of my students' lives. I teach by example, showing them what a positive, successful adult looks like. These students have been let down in the past by well meaning adults, so saying "trust me, I'm here for you", just doesn't carry much weight. I believe that your actions speak louder than words and are the window into ones' true being. Taking the time to say "good job" or "great idea" during a lesson empowers students that rarely participate to take chances decreasing their sense of learned helplessness and increasing their sense of self worth.

Being the only teacher at the facility for many months has been extremely difficult and hasn't been without tears and self questioning. Why would I choose to accept a transfer to a new job so close to retirement, exposing myself to unbelievable stress? My husband says I wouldn't be happy unless I am stressed to the max, but I prefer to look at this as an opportunity to grow as a person and a lifelong learner. I stated that everything in my life changed the evening our son died. I was angry at God for allowing my son to die while "drug dealers and thugs" were allowed to prosper. Being at the facility has taught me that those "drug dealers and thugs" are someone's sons and deserve, as much as mine, a future. I could finally let my anger go and begin to truly heal. You see, I am able to learn from them just as much as they are able to learn from me and I am truly thankful for this chance.

Chapter 1

Introduction

1.1 Introduction

The 2009-2010 academic year bears witness to the completion of the Juvenile Justice Educational Enhancement Program's (JJEEP) 12th year of operation and, perhaps, the end of comprehensive, systematic on-site quality assurance for Florida's juvenile justice education programs for the immediate future. For twelve years, JJEEP's dedicated and professional staff has effectively served Florida's juvenile justice population, school districts, providers, and the Departments of Education and Juvenile Justice (DOE and DJJ, respectively). During this time, the most important goal that guided JJEEP's work was to ensure that Florida's youthful population housed in residential commitment programs, detained in detention centers, and served in day treatment programs receive the highest quality education possible—equal to or surpassing services provided in traditional public schools. It is this single-minded focus of elevating educational standards in juvenile justice programs that has facilitated JJEEP's success and ability to serve thousands of youth, and provide direct assistance to hundreds of programs, teachers, lead educators, and contract managers throughout its tenure. This report serves two functions—to provide an overview of JJEEP's activities and the accomplishments of juvenile justice education programs during this past academic year and to provide recommendations for a new accountability system that is meaningful and comprehensive, while maintaining cost efficiency.

Throughout the past decade, juvenile delinquency and adult crime, violence in schools, and the proliferation of weapons have penetrated the public's consciousness as highly likely threats. Florida State University's College of Criminology and Criminal Justice conducted a public opinion survey in late 2007 that revealed 95% of Floridians reported that it was highly likely, very likely, or likely that they would be a victim of a violent crime during the next twelve months (highly likely was 59% and very likely was 22%). Uniform Crime Reports indicate that less than one percent of Floridians were victims of a violent crime in 2009. Additionally, Floridians reported that youth crime posed a more serious threat to public safety than did adult crime (60% versus 40%). When Floridians were asked about the efficacy of private companies operating criminal and juvenile justice facilities and programs, 58% opposed or strongly opposed privatization. The public's opposition to privatization is ironic given the steady increase in privatization in both the adult and juvenile systems in Florida over the past couple of decades.

The population of juveniles adjudicated and committed to the Department of Juvenile Justice has decreased during the last decade. An analysis of JJEEP data from 2000 through 2009 indicates that the number of juvenile justice education programs operated by school districts decreased from 113 to 68 and the programs operated by private-not-for-profit organizations decreased from 79 to 59—while the number of educational programs operated by private-for-profit organizations increased from 10 to 12. A similar trend can be seen when comparing the number

of facilities operated by DJJ compared with private organizations. Between 2000 and 2009, the number of facilities operated by DJJ decreased from 55 to 34; the number of facilities operated by private-not-for-profit organizations decreased from 113 to 68; and the number of facilities operated by private-for-profit organizations increased from 34 to 37. JJEEP data comparing a one-day head count of youth in programs that received a quality assurance review indicates the same trend—decreases in the number of youth in district operated programs and private-not-for-profit programs while the number youth housed in private-for-profit programs increased between 2000 and 2009. The most significant decrease occurred in residential commitment programs (compared with detention facilities and day treatment programs). JJEEP Quality Assurance (QA) data for the same time period indicates that private-for-profit organizations demonstrated the lowest level of improvement in QA scores when compared to school district programs or those operated by private-not-for-profit organizations. Also, private organizations have lower rates of teachers certified in the areas of instruction.

Students diagnosed with learning disabilities pose special challenges to both public schools and juvenile justice education programs. However, the rate of students with a special education diagnosis is higher in juvenile justice programs than in public schools, which presents additional challenges for teachers in these programs. National data indicates that as many as 70% of incarcerated youth suffer from one or more disabilities (OJJDP Juvenile Justice Bulletin, July 2000) and JJEEP data indicates that, in Florida, 43 % of incarcerated youth were diagnosed with learning or behavioral disabilities (compared with 15% in Florida's public schools).

It is clear that there is a need for evaluation and accountability regarding students in juvenile justice educational programs. However, as a result of legislative outcomes, juvenile justice educational programs will not have quality assurance reviews in 2010-2011. JJEEP completed their last QA functions June 30, 2010. DOE has reminded districts and programs to continue to submit required data and to continue compliance with Florida Statute and State Board of Education Rule requirements.

In 2009, the Office of Program Policy Analysis and Government Accountability (OPPAGA) conducted a review of the education services provided to youth in the juvenile justice system; the report was released in January 2010. OPPAGA made several recommendations relating to data quality, measuring student gains, research to determine if the high rates of out-of-field teachers in these programs have a significant negative impact on student learning, and the effectiveness of using the BASI for this population.

During the past few years, there has been a significant increase in the emphasis placed on the GED option for youth in the juvenile justice system. DJJ, DOE, and it appears that OPPAGA all support the GED option as one of the options for this population of youth. However, this trend of indiscriminately channeling youth toward obtaining a GED rather than a traditional high school diploma has been initiated without empirical research that demonstrates this option as effective. There is a glaring lack of empirical research examining the exact population of youth that this option is most appropriate and effective for (e.g., two grades behind and 16 years old or one grade behind and 17 years old). In October 2010, OPPAGA released a study of the barriers to graduation faced by juvenile justice youth and the report recommends the DOE and DJJ report the effectiveness of the GED option for juvenile justice youth. However, in their responses, DOE and DJJ do not commit to conducting research to examine the impact that obtaining a GED has on this population (compared to dropping out or obtaining a high school diploma). GED, job skills, or job training may produce better long-term outcomes than the

traditional high school diploma path for some portion of the juvenile justice population; however, given the lack of research in this area, the characteristics of youth for which this path is most appropriate is not known. Research on the long-term impact that educational achievement and attainment has for juvenile-justice-involved youth is vitally important and must be given priority and funding.

During the 2008-2009 academic year, JJEEP transitioned updates into the QA review process in anticipation of an increased utilization of technology and to reduce the amount of time reviewers spent at programs during the reviews. It is our hope that DOE continues the annual review of juvenile justice education programs and continues to raise the bar for program and teacher performance in these programs. The 2011 session of the Florida Legislature may include deliberations of the issues surrounding quality assurance and accountability over the educational services provided in juvenile justice facilities.

1.2 Overview of Chapters

The annual report is comprised of five chapters. Following the introductory chapter, Chapter 2, *Annual Quality Assurance Results*, presents the data collected throughout the 2009-2010 QA review cycle to describe program performance. Chapter 2 contains seven subsequent sections to provide a general analysis of the 2009-2010 QA data: (2.1) Introduction, (2.2) Education Programs and Student Characteristics, (2.3) QA Review Methods and Rating Guidelines, (2.4) QA Results by Program Characteristics, (2.5) QA Results for Education Providers and School Districts, (2.6) Exemplary and Low-Performing Programs, and (2.7) Summary Discussion.

Chapter 3, *Teacher Quality*, provides an overview of the quality assurance (QA) standards that relate to teacher qualifications from 2000 to 2010 and recent QA results and trends in teacher qualifications. The lead educator and teacher data presented in this chapter is compiled from 139 programs and shows continued improvement in the quality of educational services and the teachers in Florida's juvenile justice programs. Section 3.2 offers Juvenile Justice Educational Enhancement Program (JJEEP) data that reflects changes in teacher quality, Section 3.3 presents findings from juvenile justice teacher data, and Section 3.4 provides a chapter summary discussion and conclusion.

Chapter 4, *A Recommended Accountability System for Florida's Juvenile Justice Educational Programs*, provides recommendations for a comprehensive, responsible, fiscally-sound accountability system. Unlike JJEEP's QA function, which relied heavily upon an on-site process evaluation and on-site data collection, the recommended system uses multiple data collection methods and data assessment triggers to identify programs that may require on-site evaluations, monitoring, or training. The chapter contains seven sections: Section 4.1 Introduction, Section 4.2 identifies the current problem faced by the state of Florida and the need for a new cost-efficient accountability system for juvenile justice schools. Section 4.3 describes the purpose and goals of the recommended accountability system. Section 4.4 delineates the performance measures that compose the accountability system. Section 4.5 outlines the data sources utilized in the accountability system. Section 4.6 outlines the triggers and follow-up procedures for low-performing schools. Section 4.7 proposes possible implementation phases and timelines for the proposed system. And Section 4.8 provides a summary discussion.

Chapter 5, *Summary and Discussion*, provides a summary discussion of JJEEP's past year and recommendations for future initiatives and efforts.

1.3 Summary Discussion

The 2009-2010 academic year was a transition year for JJEEP where additional emphasis was concentrated on three critical areas: teacher quality, classroom instruction/curriculum, and transition services. The QA process and the delivery of technical assistance centered on the importance of those three areas. In 2009-2010, JJEEP continued to focus on teacher quality, classroom instruction, and transition services within the scope of revised standards and benchmarks, and an updated web-based self-report system. In the context of the economic stress that Florida experienced in 2009 and 2010, JJEEP began to explore ways to increase economy, while maintaining the critical trajectory of increasing accountability and continuous quality improvement in Florida juvenile justice education.

Chapter 2

Annual Quality Assurance Results

2.1 Introduction

This chapter presents the data collected by the Juvenile Justice Educational Enhancement Program (JJEEP) during the 2009-2010 quality assurance (QA) review cycle. The primary data source is the QA review, during which JJEEP reviewers gather information related to program processes in the areas of entry transition, service delivery, exit transition, and contract management. Data collection is accomplished using three methods: observation, interviews, and a review of documents such as student files, academic plans, lesson plans, and teacher training records. 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 2009-2010 QA data include information on 139 programs reviewed.

Six subsequent sections in this chapter provide a general analysis of the 2009-2010 QA data: (2.2) Education Programs and Student Characteristics, (2.3) QA Review Methods and Rating Guidelines, (2.4) QA Results by Program Characteristics, (2.5) QA Results for Education Providers and School Districts, (2.6) Exemplary and Low-Performing Programs, and (2.7) Summary Discussion.

Education Programs and Student Characteristics

Data on student populations were collected from the educational program registrars and the facility's head count of students present the first day of the QA reviews.¹ In 2009-2010, juvenile justice programs supervised approximately 6,607 youths.² Of these students, 74% (4,896) were identified as having reading deficiencies. An additional 299 young adults, who had already obtained their high school or General Educational Development (GED) diplomas, also were served last year in these juvenile justice programs throughout the state. Depending on program security levels and students' performance in the program, students' stay in a facility ranged from one day (in detention centers) to 24 months (in maximum-risk facilities). The teacher-to-student ratio in juvenile justice programs ranged from 1:4 to 1:31 with an average ratio of 1:12.

Table 2.2-1 provides a breakdown of the different program types, security levels, and population information for all programs reviewed in 2009-2010.

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

² 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. 2009–2010 Program Characteristics

Security Level	Number of Programs	School District Operated	Private Not-For-Profit	Private For-Profit	Population Capacity Range (Mean)
Detention Total	25	25	0	0	15-226 (82)
Day Treatment Total	40	2	37	1	16-100 (55)
Residential Total	74	42	21	11	20-165 (57)
Total: All Programs	139	46	58	12	15-226 (61)

As indicated above, all of the educational programs in detention centers are operated by the school district, while only 5 percent of the day treatment programs are operated by school districts. Residential programs have the greatest variety of education providers: school districts (55%), private, not-for-profit organizations (15%), and private, for-profit organizations (30%). The maximum capacity for these facilities ranges from 15 to 226 youth. 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).

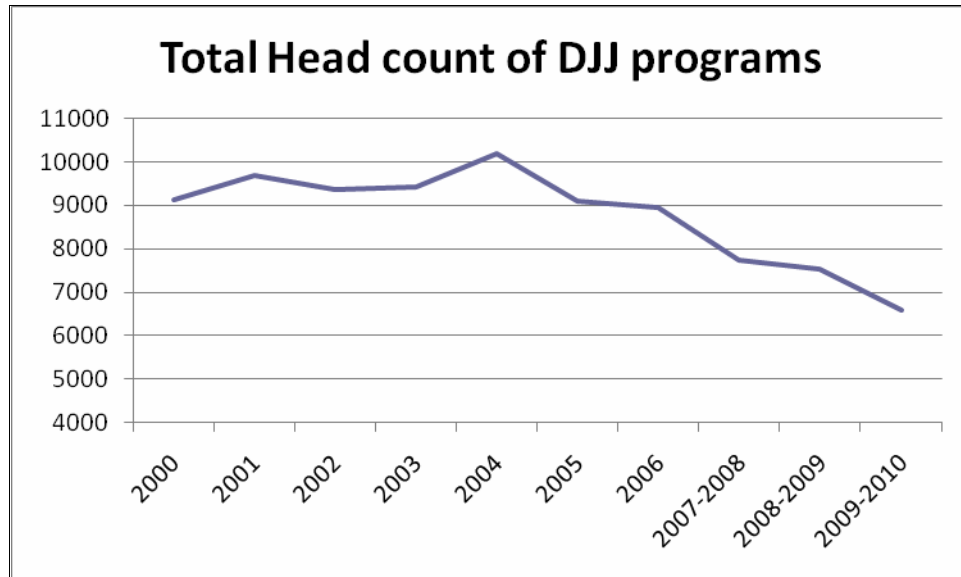
The maximum capacity of a program (shown above in column 6 of Table 2.2-1) provides one measure of program size. Head count data collected on the day of the review provides an additional measure of program size. Indeed, head count data indicate that during the 2009-2010 review cycle, programs were at 78 percent of capacity (*head count / maximum capacity*). This percentage varied by program type, whereby detention programs were at 59 percent of capacity, day treatment programs were at 72 percent, and residential programs were at 90 percent of capacity. This gap between program's maximum capacity and head count may be indicative of a larger trend in Florida's juvenile justice population.

Table 2.2-2 indicates the overall head count of students at the time of the QA review and the number of programs reviewed by JJEP staff has decreased over the past decade as the number of DJJ programs have decreased in Florida. Indeed, in 2001, 202 DJJ programs received a QA review, however by 2009-2010, 139 programs were reviewed. Between 2001 to 2009-2010, the largest population declines occurred in detention (-5.3 annually) and residential programs (-4.5 annually). The head count for day treatment programs has remained relatively stable over the past nine years. Figure 2.2-1 presents the overall decline in the DJJ student population beginning in 2004 and continuing to the present.

Table 2.2-2. Number of Programs and Head Count data from 2000 to 2009-2010.

Year	Number of Programs	Detention Head Count	Day Treatment Head Count	Residential Head Count	Total Head Count
2000	202	--	--	--	9122
2001	204	2108	1629	5966	9703
2002	188	1856	1565	5940	9361
2003	180	1708	1923	5785	9416
2004	188	1777	2072	6350	10199
2005	174	1668	1910	5520	9098
2006	163	1773	1753	5435	8961
2007-2008	152	1520	1625	4584	7729
2008-2009	148	1572	1569	4406	7547
2009-2010	139	1210	1586	3828	6596

Figure 2.2-1. Head count at time of QA Review over time



The overall decline in the DJJ student population as measured by head count has also varied in terms of the type of educational services provided. Table 2.2-3 shows yearly changes in the head counts by public, private for-profit, and private not-for-profit education providers. Since 2000, the number of DJJ students taught by public education providers has declined at an annual rate of -4.5 percent. Students educated by private not-for-profit educational providers declined at an annual rate of -1.2 percent over the same time period and the number of students educated by private for profit educational providers increased slightly (0.2 percent). Relative to

ten years ago, a greater percentage of students in DJJ programs are being taught by private for-profit education service providers.

Table 2.2-3. Head Count data for Type of Educational Provider from 2000 to 2009-2010

Year	Public Head Count	Private not for Profit Head Count	Private for Profit Head Count	Total Head Count
2000	5505	2906	711	9122
2001	5994	2918	791	9703
2002	5553	2964	844	9361
2003	5302	3596	518	9416
2004	5995	3663	541	10199
2005	5392	3051	655	9098
2006	5182	3127	652	8961
2007-2008	4424	2713	592	7729
2008-2009	4126	2655	766	7547
2009-2010	3312	2561	723	6596

Table 2.2-4. Number of Programs by Educational Provider Type from 2000 to 2009-2010

Year	Public Education Providers	Private not-for-Profit Education Providers	Private for-Profit Education Providers	Total Education Providers
2000	113	79	10	202
2001	115	82	10	207
2002	103	80	10	193
2003	91	78	11	180
2004	104	72	12	188
2005	91	69	14	174
2006	83	66	13	162
2007-2008	81	61	11	153
2008-2009	76	60	12	148
2009-2010	69	58	12	139

The decrease in the number of students taught by public and private not for profit education providers and the stability in the number of students taught by private for profit providers is also reflected in the change in the number of programs over the past decade. Above, Table 2.2-4 presents yearly changes in the number of programs by educational provider type. Over the past 10 years the number of programs with public education providers has decreased by 40 percent (-4.4 percent annually) and the number of programs with private not-for-profit education

providers has decreased by 25 percent (-2.8 percent annually). In contrast, over the same time period the number of programs with private for-profit educational providers has increased 20 percent (2.2 percent annually). Although, the percent change in the number of programs with private for profit educational providers is derived from a small number of programs. Below, Table 2.2-5 presents annual changes in the number of programs by facility provider type.

Table 2.2-5. Number of Programs by Facility Provider Type from 2000 to 2009-2010

Year	Public Facility Providers	Private not-for-Profit Facility Providers	Private for-Profit Facility Providers	Total Facility Providers
2000	55	113	34	202
2001	56	113	38	207
2002	56	97	40	193
2003	47	95	38	180
2004	48	85	55	188
2005	47	80	47	174
2006	42	80	41	163
2007-2008	38	81	34	153
2008-2009	38	73	37	148
2009-2010	34	68	37	139

2.3 QA Review Methods and Rating Guidelines

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.

The evidence-based QA review process begins with the review of the self-report submitted by the program (via the web) prior to the on-site review. 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, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, progress monitoring data, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, and age range of students), school names and numbers under which diplomas are reported, course offerings, class schedules, bell schedules, school calendars, curriculum information, fidelity checks, walk-through forms, and annual evaluations of the educational program.

On-site reviews average three days but larger programs may require more review staff and additional days on site to conduct the reviews. All QA reviews in 2009-2010 include a needs assessment designed to help prepare educational programs for a more student outcome orientated review.

Reviewers rely on the documented evidence gathered 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. Benchmark pass/fail 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 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.

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 reports can be accessed online at <http://www.criminologycenter.fsu.edu/jjeep/qa-educational-reports.php>.

JJEEP's evidence-based review system emphasizes methodological consistency and in-house review wherein multiple reviewers and the director read each report before it is finalized 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 2009-2010, 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.

From 2004-2008, JJEEP awarded *Exemplary II* status to juvenile justice educational programs that received 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.

For the 2009-2010 QA review cycle, high-performing programs previously awarded *Exemplary I and II* status, as outlined above were combined into a single exemplary category. Eliminating the two levels of exemplary status allows all exemplary programs in the 2009-2010 QA review cycle to receive the same type of evaluation. All exemplary programs were required to submit self-report information and participate in a telephone/Web-based review and needs assessment.³ Section 2.6 of this chapter will report programs' exemplary review status.

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 JJEEP director review each QA report.

Numerical ratings were not assigned during the 2009-2010 QA review cycle. All benchmarks were rated pass or fail.

The 2009-2010 QA standards and overall benchmark passing rates of the 85 programs reviewed 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.

³ For a detailed explanation of the QA review process for exemplary programs for the 2009-2010 QA cycle, please refer to Appendix B.

2.4 QA Results by Program Characteristics

This section provides information regarding the performance of juvenile justice educational programs during the 2009-2010 QA review cycle. It is important to note that numeric scores were not given for the 2009-2010 QA review cycle. What is presented is the percentage of benchmarks passed. Thus for this review cycle, year-to-year comparisons cannot be made.

The following comparisons provide information on the performance by provider type and administrative model. Table 2.4-1 shows the percentage of benchmarks passed by each standard and overall percentage of benchmarks passed for programs receiving a full review in 2009-2010 by program type (residential commitment, day treatment, and detention center). There were 85 programs that received a full review in 2009-2010. An additional 54 programs did not receive a full review because they had achieved an *exemplary* status during a prior review cycle. Although these program types are measured by abbreviated requirements with self-report data and telephone interviews, their performance is evaluated in the same four areas: transition, service delivery, educational resources, and contract management. Programs may be compared by the percentage of benchmarks passed for each QA standard and by the percentage of benchmarks passed in total.

Table 2.4-1. Average of Percentage of Benchmarks Passed by Area and Program Type for Programs that Received an On-Site Quality Assurance Review, 2009-2010

Security Level	Number of Programs	Entry Transition	Service Delivery	Exit Transition	Contract Management	Total
Detention Total	11	91%	91%	85%	82%	90%
Residential Total	47	80%	90%	82%	84%	85%
Day Treatment Total	27	94%	95%	83%	89%	92%
Total: All Programs	85	86%	92%	83%	85%	88%

For the 2009-2010 educational QA review, the overall percentage of benchmarks passed was 88%. Day treatment programs had the highest percentage of benchmarks passed, followed by detention centers. Again, it is worth noting that this data only represents programs that received a full review and thus is not generalizable to all detention, residential, and day treatment programs.

Table 2.4-2 lists the percentage of benchmarks passed for each quality assurance benchmark by program type for programs that received a full review in 2009-2010. If the benchmark did not apply for a program type, then no percentage was reported.

Table 2.4-2. Benchmarks by Standard for Programs Receiving a Full Review, N=85

2009-2010 Benchmarks	Detention	Residential	Day Treatment
Entry Transition Standard			
Enrollment	82%	81%	93%
Student Advisement	100%	96%	100%

2009-2010 Benchmarks	Detention	Residential	Day Treatment
Population Reports	100%		
Entry Assessment	82%	91%	100%
Career/Technical Assessment	82%	87%	93%
IAP Development	91%	64%	85%
Reviewing IAP Progress		66%	96%
Developing IEP Goals	100%	83%	96%
Reviewing IEP Progress		70%	81%
Implementing Conditional Release Plans			52%
Student Attendance			100%
Detention review of IAP/IEP	92%		
Service Delivery Standard			
Remedial, Social and Literacy Skills	91%		
Individualized Instruction	73%	68%	85%
Implementing Individualized Plans	91%	72%	96%
Core Teacher Certification	100%	100%	93%
Teacher Professional Development	100%	98%	100%
Educational Resources	100%	91%	100%
300 Minutes of Daily Instruction	91%	100%	100%
Explicit Reading Instruction		79%	81%
Certified Reading Teacher		91%	93%
Reading Professional Development		94%	100%
Reading Educational Resources		94%	100%
Employability Skills Instruction- Post Secondary		100%	
Career Exploration- Middle School		83%	100%
Non-Core Teacher Certification		98%	89%
Non-Core Teacher Professional Development		89%	100%
Career Educational Resources		96%	100%
Employability, Social, and Life skills		87%	89%
Career Exploration		93%	89%
Hands-on Training (Type 3)		100%	
Exit Transition Standard			
Exit Assessment		98%	93%
Development/Review of ePEPs		85%	96%
Exit Transition Plan Development		91%	81%
Transition Contact Notification/Exit Packet Transmittal		57%	70%
Representative in Detention Hearing/Staffing	100%		

2009-2010 Benchmarks	Detention	Residential	Day Treatment
Transmittal of Records in County	82%		
Transmittal of Records out of County	73%		
Contract Management Standard			
Self-Report Submitted	91%	91%	78%
Data Management	82%	81%	93%
Participates in AYP		96%	100%
Contract Management Oversight	73%	77%	85%

The percentage of benchmarks passed for all program types was highest for teacher certification in core academic areas and the benchmark measuring opportunities for teacher professional development. All program types had the lowest passage percentage for contract management oversight and providing individualized instruction to students. Benchmarks related to transition from programs continue to be a concern for residential and day treatment programs.

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 specific programs or education providers. Table 2.5-1 identifies the 2009-2010 benchmark passage percentage for each standard and the percent of benchmarks passed for the supervising school district 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 three categories based on the number of juvenile justice programs receiving a full review in each supervising district.

Table 2.5-1. Standard and Overall Percent of Benchmarks Passed for Supervising School Districts Ranked by Overall

Number of Full Reviews	Supervising School District	Number of Reviews	Entry Transition	Service Delivery	Exit Transition	Contract Management	Total
1 Review	Dade	1	100%	100%	100%	100%	100%
	Escambia	1	100%	100%	100%	100%	100%
	Holmes	1	100%	100%	75%	100%	97%
	Walton	1	100%	100%	75%	100%	97%
	Monroe	1	100%	100%	100%	67%	95%
	Sarasota	1	100%	100%	75%	75%	94%
	Glades	1	88%	100%	75%	75%	91%
	Nassau	1	88%	88%	100%	75%	88%
	St. Lucie	1	88%	100%	67%	67%	86%
	Citrus	1	75%	88%	75%	100%	85%
	Union	1	88%	88%	75%	75%	85%

	Martin	1	75%	100%	75%	50%	82%
	Desoto	1	75%	81%	75%	100%	81%
	Hamilton	1	75%	88%	75%	75%	81%
	Seminole	1	62%	71%	100%	100%	76%
	Jefferson	1	12%	41%	25%	25%	30%
	Total	16	83%	90%	79%	80%	86%
2-3 Reviews	Okeechobee	2	100%	100%	100%	100%	100%
	Hillsborough	3	100%	100%	92%	100%	99%
	Volusia	3	96%	100%	92%	100%	98%
	Orange	3	96%	98%	92%	100%	97%
	Polk	3	93%	98%	100%	92%	96%
	Leon	3	93%	98%	83%	100%	95%
	Lee	3	92%	94%	72%	100%	94%
	Osceola	3	88%	98%	89%	100%	94%
	Okaloosa	2	81%	97%	88%	100%	92%
	Manatee	3	92%	86%	75%	92%	87%
	Broward	2	89%	88%	62%	100%	86%
	Liberty	2	88%	85%	100%	75%	86%
	Washington	2	69%	94%	88%	88%	86%
	Alachua	3	89%	89%	69%	78%	85%
	Bay	2	76%	88%	88%	75%	84%
	St. Johns	3	71%	88%	75%	100%	84%
	Madison	2	81%	79%	75%	88%	80%
	Jackson	2	75%	91%	88%	50%	65%
Total	46	93%	85%	92%	90%	88%	
4-7 Reviews	Brevard	4	94%	100%	94%	100%	98%
	Palm Beach	4	97%	97%	100%	100%	98%
	Pinellas	7	88%	93%	86%	86%	90%
	Duval	7	67%	77%	61%	33%	68%
	Total	22	84%	90%	82%	74%	86%

As a group, school districts that had 2-3 programs reviewed in 2009-2010 had the highest percentage of benchmarks passed. Dade, Escambia, and Okeechobee had a 100 percent passing rate on all benchmarks for programs reviewed in their district. However, two additional programs in Okeechobee did not receive full reviews because one experience an educational provider change and another closed mid-review cycle. Table 2.5-2 compares the percentage of benchmarks passed across provider types operating in Florida's juvenile justice facilities in 2009-2010.

Table 2.5-2. Percentage of Benchmarks Passed by Area and Educational Provider for Programs that Received a Quality Assurance Review, 2009-2010

Educational Provider	Number of Programs Reviewed	Entry Transition	Service Delivery	Exit Transition	Contract Management	Total
Public School District	35	82%	90%	82%	83%	86%
Private Not-For-Profit	38	91%	94%	86%	86%	91%
Private For-Profit	12	79%	88%	75%	92%	85%
Total: All Programs	85	86%	92%	83%	85%	88%

The table above indicates private not-for-profit programs had the highest percentage of benchmarks passed among the programs receiving a full review in 2009-2010. Again, this data reflects only programs that received a full review and cannot be generalized to all educational provider groups.

Table 2.5-3 presents the percentage of benchmarks passed by educational service provider. Again, this data reflects only programs that received a full review and cannot be generalized to the educational provider as a whole. Programs with educational services provided by Brevard, Leon, and Palm Beach school districts passed 100 percent of the benchmarks during the 2009-2010 review cycle.

Table 2.5-3. Percentage of Benchmarks Passed by Educational Providers

Education Provider	Number of Programs	Entry Transition	Service Delivery	Exit Transition	Contract Management	Total
Brevard	1	100%	100%	100%	100%	100%
Leon	1	100%	100%	100%	100%	100%
Palm Beach	2	100%	100%	100%	100%	100%
Pinellas	2	100%	97%	100%	100%	99%
Hillsborough	2	100%	100%	88%	100%	98%
Crosswinds Youth Services	1	100%	100%	75%	100%	97%
Radar Group, Inc	1	100%	100%	75%	100%	97%
Orange	3	96%	98%	92%	100%	97%
Polk	1	100%	100%	100%	75%	97%
Monroe	1	100%	100%	100%	67%	95%
Pace Center for Girls, Inc.	9	94%	97%	86%	94%	94%
Osceola	3	88%	98%	89%	100%	94%
Volusia	1	88%	100%	75%	100%	94%
AMIkids, Inc.	17	93%	96%	87%	90%	93%
Okaloosa	2	81%	97%	88%	100%	92%
Lee	1	88%	100%	67%	100%	90%
Nassau	1	88%	88%	100%	75%	88%
G4S	8	83%	90%	82%	100%	88%
Eckerd Youth Alternatives, Inc.	4	84%	92%	81%	75%	87%
St. Lucie	1	88%	100%	67%	67%	86%
Washington	2	69%	94%	88%	88%	86%

Education Provider	Number of Programs	Entry Transition	Service Delivery	Exit Transition	Contract Management	Total
Gateway Community Services, Inc.	1	88%	100%	75%	25%	85%
Union	1	88%	88%	75%	75%	85%
Broward	1	88%	76%	75%	100%	82%
Martin	1	75%	100%	75%	50%	82%
Global Youth Services	1	75%	81%	75%	100%	81%
Hamilton	1	75%	88%	75%	75%	81%
Youth Services International, Inc.	1	75%	82%	75%	75%	79%
Twin Oaks Juvenile Development	5	82%	86%	90%	70%	77%
Universal Health Services	2	70%	88%	50%	62%	76%
Seminole	1	62%	71%	100%	100%	76%
Alachua	1	88%	86%	33%	33%	71%
Duval	3	38%	57%	58%	28%	50%
Jefferson	1	12%	41%	25%	25%	30%
Total: All Programs	85	86%	92%	83%	85%	88%

2.6 Exemplary and Low-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. Since programs did not receive numerical scores during this QA review cycle, none of the programs could earn exemplary status in 2009-10. Programs who received an exemplary QA review were able to maintain their status if they did not receive a corrective action plan (CAP).

Table 2.6-1. Exemplary Programs and Supervising School District

Program	Supervising School District	Year Exemplary Status Earned
Exemplary I		
Bay Detention Center	Bay	2008-2009
Collier Regional Detention Center	Collier	2008-2009
PACE Immokalee	Collier	2008-2009
Bay Point Kendall Miami Halfway House	Dade	2008-2009
Women in Need of Greater Strength (WINGS)	Dade	2008-2009
Desoto Dual Diagnosis Facility	DeSoto	2008-2009
Hillsborough Academy (IRT)	Hillsborough	2008-2009
Hillsborough Detention Center- West	Hillsborough	2007-2008
Falkenburg Academy	Hillsborough	2005
Hillsborough Detention Center-East	Hillsborough	2006
Riverside Academy	Hillsborough	2007-2008

PACE Marion	Marion	2008-2009
Marion Detention Center	Marion	2008-2009
Monroe Detention Center	Monroe	2005
Gulf Coast Youth Academy	Okaloosa	2005
Okaloosa Youth Academy	Okaloosa	2007-2008
Adolescent Substance Abuse Program	Okaloosa	2008-2009
Okaloosa Detention Center	Okaloosa	2007-2008
Mandala Adolescent Treatment Center	Pasco	2008-2009
PACE Pinellas	Pinellas	2008-2009
Seminole Detention Center	Seminole	2005
PACE Volusia-Flagler	Volusia	2005
Exemplary II		
PACE Alachua	Alachua	2006
Brevard Detention Center	Brevard	2006
Brevard Halfway House	Brevard	2008-2009
Broward Detention Center	Broward	2008-2009
PACE Broward	Broward	2008-2009
Lighthouse Juvenile Residential Facility	Broward	2008-2009
Broward Intensive Halfway House	Broward	2008-2009
Crossroads Wilderness Institute	Charlotte	2007-2008
Big Cypress	Collier	2008-2009
Dade Juvenile Residential Facility	Dade	2008-2009
Dade Marine Institute- North	Dade	2008-2009
Miami-Dade Detention Center	Dade	2007-2008
Bay Point Schools- North	Dade	2007-2008
Bay Point Schools- Kennedy Campus West	Dade	2007-2008
Desoto Correctional Facility	Desoto	2008-2009
Pensacola Boys Base	Escambia	2008-2009
PACE Escambia- Santa Rosa	Escambia	2007-2008
Escambia Detention Center	Escambia	2008-2009
Columbus Juvenile Residential Facility	Hillsborough	2006
Tampa Marine Institute	Hillsborough	2008-2009
Youth Environmental Services	Hillsborough	2008-2009
Leslie Peters Halfway House	Hillsborough	2008-2009
Bristol Youth Academy	Liberty	2008-2009
Manatee Detention Center	Manatee	2008-2009
PACE Manatee	Manatee	2006
Marion Juvenile Detention Center	Marion	2008-2009
Short Term Education Program- North	Nassau	2007-2008
Orlando Marine Institute	Orange	2008-2009
Sam Antonia Boys Village	Pasco	2008-2009
Wilson Youth Academy	Pasco	2008-2009
Pasco Detention Center	Pasco	2008-2009
New Port Richey Marine Institute	Pasco	2007-2008
PACE Pasco	Pasco	2008-2009
Pinellas Detention Center	Pinellas	2008-2009
Camp E-Nini-Hassee	Pinellas	2007-2008
Polk Detention Center	Polk	2008-2009
Okaloosa Youth Development Center	Okaloosa	2007-2008
Emerald Coast Marine Institute	Okaloosa	2007-2008
PACE Orange	Orange	2008-2009
Santa Rosa Juvenile Residential Facility	Santa Rosa	2008-2009
St. Johns Detention Center	St. Johns	2008-2009
PACE Treasure Coast	St. Lucie	2008-2009
St. Lucie Detention Center	St. Lucie	2007-2008

Stewart Marchman Oaks Juvenile Residential Facility	Volusia	2007-2008
Stewart Marchman Pines Juvenile Residential Facility	Volusia	2007-2008
Three Springs Sex Offender Program	Volusia	2007-2008
Volusia Detention Center	Volusia	2008-2009
Dozier Training School for Boys	Washington	2008-2009

Data from the 2009-2010 QA review cycle indicate that all exemplary programs maintained their exemplary status. Six exemplary programs closed (Broward Intensive Halfway House, Bay Point North, San Antonio Boys Village, Wilson Youth Academy, St. Johns Regional Juvenile Detention Center, and Pines Juvenile Residential Facility). Wilson Youth Academy reopened in March of 2010 as the Pasco Girls Academy and Broward Intensive Halfway House reopened as Pompano Substance Abuse Treatment Center in March 2010. Lighthouse Juvenile Residential Facility was renamed Broward Girls Academy. Of the 54 exemplary programs, 14 are detention, 13 are day treatment, and 27 are residential.

At the other end of the continuum, a corrective action plan (CAP) is required for all educational programs that fail one or more of Standards 1, 2, or 3.

- Failing three or more benchmarks in Standard 1: Entry Transition will result in failing the overall standard.
- Failing seven or more benchmarks in Standard 2: Service Delivery will result in failing the overall standard.
- Failing two or more benchmarks in Standard 3: Exit Transition will result in failing the overall standard.

School districts that fail Standard 4 for two or more consecutive years will receive a CAP.

- Failing two or more benchmarks in Standard 4: Contract Management will result in failing the overall standard.

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. JJEEP staff provides TA for all programs receiving a CAP either through an on-site visit, by telephone, or e-mail. DOE staff are also available to provide assistance as needed.

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 2009–2010 and the Percentage of Benchmarks Passed

Programs Receiving a CAP	Entry Transition	Service Delivery	Exit Transition	Contract Management	Total
Monticello New Life	12%	41%	25%	25%	30%
Tiger Serious Habitual Offender Program	0%	69%	25%	25%	41%
Duval Halfway House	38%	59%	50%	25%	48%
Duval Regional Juvenile Detention Center	75%	43%	100%	33%	62%
Jacksonville Youth Center	78%	81%	25%	25%	67%
Palmetto Youth Academy	75%	65%	50%	100%	70%
Alachua Regional Juvenile Detention Cent	88%	86%	33%	33%	71%
Seminole Regional Juvenile Detention Cen	62%	71%	100%	100%	76%
Camp E-Kel-Etu	62%	88%	75%	75%	78%
Okeechobee Youth Development Center	62%	88%	75%	75%	79%
Price Halfway House	62%	88%	75%	100%	81%
AMIkids Panama City	90%	81%	100%	50%	82%
St. Johns Youth Academy	62%	88%	75%	100%	82%
Helping Ourselves Progress Effectively	62%	94%	75%	100%	85%
Impact Halfway House	88%	100%	75%	25%	85%
Eckerd Leadership Program	100%	100%	50%	75%	91%

Sixteen of 139 programs and or school districts with deficiencies were required to develop a CAP. This number is slightly higher than last years 12 out of 148 but continues to be considerably lower than two years ago when 38 programs were required to develop a CAP. The CAPs are spread out with detention centers receiving three CAPs in Alachua, Duval, and Seminole counties, day treatment programs receiving three CAPs; one is for AMIkids Panama City (for Bay county School District only), another at Eckerd Leadership which is operated by Eckerd Youth Alternatives, Inc and the remaining day treatment CAP is for Jacksonville Youth Center (JYC), operated by Universal Health Services, Inc. The JYC CAP is for the program and the Duval county school district deficiencies. The remaining ten CAPs are assigned to residential commitment facilities. Four of these CAPs are for high-risk programs, one is for a low/moderate risk program, and the remaining five are for moderate risk programs. The high risk programs with CAPs are operated by Duval, Jefferson, and Washington-Special school districts and the private provider G4S. The moderate risk programs with CAPs are operated by Duval and Lee counties and G4S. The low/moderate risk program is operated by Universal Health Services, Inc.

The overall benchmark passage rate for these programs ranged from 30 percent to 91 percent. Camp E-Kel-Etu and HOPE were closed by the DJJ before they could fully implement its CAP. Finally, the following three schools remain on the DOE intervention list: Duval Halfway House, Jacksonville Youth Center, and Monticello New Life. Duval Detention Center is the only school added to the DOE intervention list during the 2009-2010 review cycle. These programs may receive assistance/intervention and/or sanctions by the Department of Education.

Intervention and sanctions referenced in the State Board of Education Rules

Rule 6A-6.05281(10), Florida Administrative Code (F.A.C.), 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 and/or requirements for specific provider contracts.

2.7 Summary Discussion

Of the 139 programs reviewed in 2009-2010, 74 were residential commitment programs, 40 were day treatment programs, and 25 were detention centers. Similar to last year, moderate-risk residential programs represented the greatest number of juvenile justice programs in Florida in 2009-2010; their average overall benchmark passing-rate was 88 percent. (See Appendix B for a list of programs by security [risk] level.)

Analysis of 2009-2010 QA reviews demonstrates that the average overall benchmark-passing rate decreased compared to the performance levels in 2008-2009 (from 91 percent to 88 percent). This reduction does not represent the efforts made by school districts and the providers, but instead indicates that the review process is focusing on programs that need the greatest improvement. In other words, programs with higher benchmark passing-rates did not receive a full review in 2009-2010 because they had achieved exemplary status. JJEEP reviewers conducted 29 on-site TA/CAP follow up visits this year, compared to 28 and 20 in the two previous years. These on-site visits targeted the lowest performing programs and included numerous visits to several programs requiring ongoing assistance (Duval Halfway House, Duval Detention Center, Tiger SHOP, Monticello New Life, and Alachua Detention).

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 2009-2010, JJEEP conducted QA reviews of juvenile justice programs in 39 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, three supervising school districts (Bay, Duval and Jefferson) failed to meet the minimum requirements for two consecutive years resulting in a CAP in the school district oversight and accountability area. It is important to remember that the scores for some of these supervising school districts is determined by only one school.

Over the past 12 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.

Chapter 3

Teacher Quality

3.1 Introduction

This chapter provides an overview of the quality assurance (QA) standards that relate to teacher qualifications from 2000 to 2010 and recent QA results and trends in teacher qualifications. The lead educator and teacher data presented in this chapter is compiled from 139 programs and shows continued improvement in the quality of educational services and the teachers in Florida's juvenile justice programs.

Section 3.2 offers Juvenile Justice Educational Enhancement Program (JJEPP) data that reflects changes in teacher quality, Section 3.3 presents findings from juvenile justice teacher data, and Section 3.4 provides a chapter summary discussion and conclusion.

3.2 Changes in Teacher Quality Standards

This section provides an overview of changes in the educational quality assurance (QA) standards that were in place between 1998 and 2010 based on legislative requirements and juvenile justice practitioner input. Teacher qualifications and requirements from 1998 to 2001 were predominantly guided by state dropout prevention polices. 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 support their professional growth. Teachers are required to receive annual professional development training or continuing education courses based on the educational program needs, assigned instructional areas, annual teacher evaluations, professional development plans, and/or QA review findings. Additionally, teachers who are new to the education profession must participate in the school district beginning teacher program.

3.3 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, as well as, teacher self-reported data (submitted electronically) during the 2009-2010 QA reviews of 139 juvenile justice programs. The analysis summarizes characteristics of teachers including: gender, age, 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. *Lead educators and teachers that were employed at more than one school were only counted once when analyzing descriptive characteristics.* 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 2009-2010 school year, compiled by the Education Information and Accountability Services (EIAS) at the Florida Department of Education (DOE).

Table 3.3-1 reports the distribution of juvenile justice teachers who teach at least one course by gender and age.

Table 3.3-1. Florida Juvenile Justice Teachers by Gender and Age, 2009–2010

Age	Male		Female		Total	
	N	%	N	%	N	%
30 and younger	39	13%	64	19%	103	16%
31–40	60	20%	75	22%	135	21%
41–50	70	23%	81	24%	151	24%
51–60	76	25%	83	25%	159	25%
61 and older	57	19%	32	10%	89	14%
Total	302	100%	335	100%	637	100%

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 2009-2010 QA review cycle. Gender differences, however, are more apparent for public school teachers. According to the EIAS (2010), 64% of secondary teachers in Florida are females.

The data collected on the age of juvenile justice teachers indicate that 25% are 51-60; 21% are 31-40, 24% are 41-50, and 16% are 30 years of age or younger. Teachers 61 years of age and older comprise the smallest age group, accounting for only 14% of the population. The average age of a Florida juvenile justice teacher is

46 years old. Furthermore, the youngest teacher who taught at least one course was 22 years old and the oldest was 81 years old.

The distribution between males and females by age and gender indicates that gender is more equalized for teachers who are between the ages of 31 and 60 years. The greatest disparities across gender are in the youngest and oldest age groups: where younger teachers are predominately female (62%) and older teachers are predominately male (64%). This trend has appeared over the last few years for the younger teachers but previous years have shown more equalization across gender in the oldest age group. Furthermore, during the 2009-2010 review cycle, the oldest age group (i.e., 61 and older) is the only category in which the number of male teachers is greater than the number of female teachers; a trend consistent with previous years.

Table 3.3-2 reports the distribution of juvenile justice teachers who teach at least one course by gender and ethno-racial identity. Note that the “Other” category in the table below includes teachers who responded as American Indian or Alaskan, Asian or Pacific Islander, Multiracial, or Other.

Table 3.3-2. Florida Juvenile Justice Teachers by Gender and Ethno-Racial Identity, 2009–2010

Ethno-racial identity	Male		Female		Total	
	N	%	N	%	N	%
White Non-Hispanic	210	67%	226	63%	436	65%
Black Non-Hispanic	72	23%	97	27%	169	25%
Hispanic	18	6%	21	6%	39	6%
Other	13	4%	16	4%	29	4%
Total	313	100%	360	100%	673	100%

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 the highest percentage of females (57%; row percentage not represented in table). Similar patterns regarding ethno-racial identity are reported by the EIAS (2010). Secondary teachers in Florida public schools are predominately White Non-Hispanic (73%).

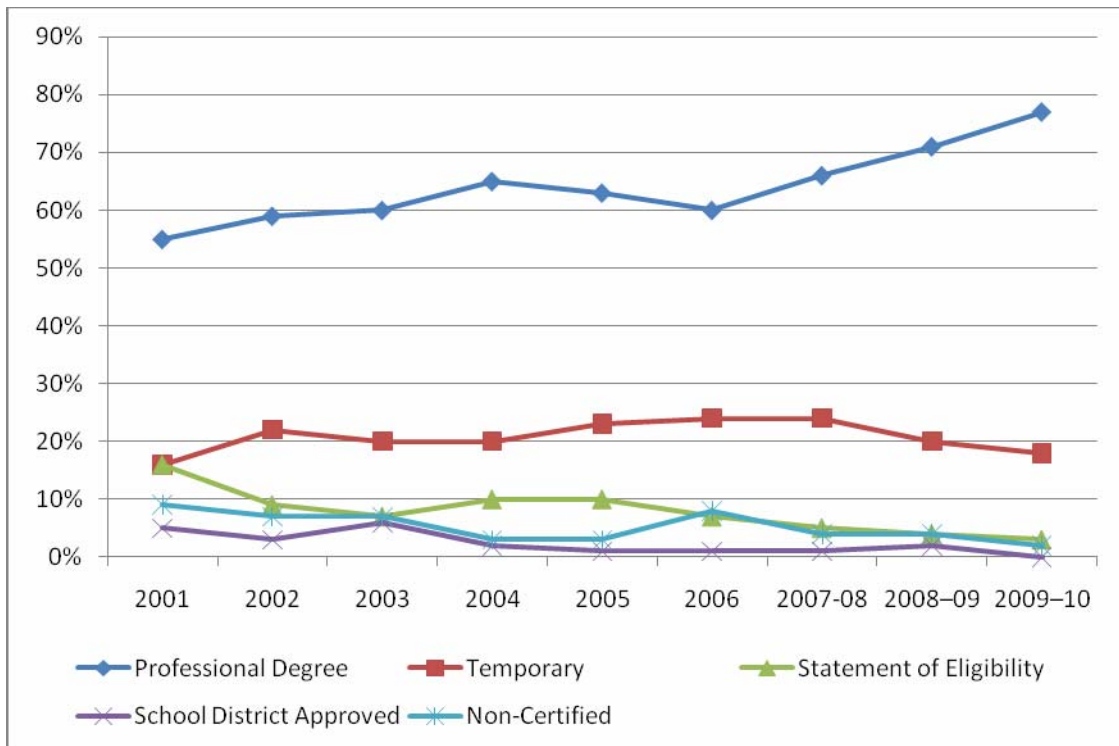
An important requirement of NCLB specifies that teachers must be certified or licensed by the state in which they teach. Teachers may obtain a professional certification, a temporary certification, a statement of eligibility, or pursue an alternative means of obtaining certification. Table 3.3-3 presents the types of certifications held by teachers in Florida juvenile justice education programs and the certification breakdown from 2001 to 2010. *The results exclude those who teach only career, technology, or General Educational Development (GED) preparation courses. Juvenile justice educators (who are often the lead educators) who did not teach any classes were included in this analysis in an effort to maintain consistency across years.*

Table 3.3-3. Florida Juvenile Justice Trends by Level of Certification, 2001 to 2009–2010

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
2009-10	77%	512	18%	117	3%	21	0%	3	2%	12	100%	665

Note: Total may exceed 100% due to rounding. Between 2001 and 2006, the QA cycle followed the calendar year. Beginning in 2007, the cycle moved to track the academic school year.

Figure 3.3-1. Florida Juvenile Justice Trends by Level of Certification, 2001 to 2009–2010



The number of teachers (including lead educators) who have professional certification has increased by more than 20% since 2001. Furthermore, the number of non-certified teachers decreased by 2% as compared to the previous year.

Table 3.3-4 presents the level of certification for juvenile justice teachers who taught at least one class during the 2009–2010 school year, excluding those who teach only career, technology, or GED preparation courses. Generally, in previous years, 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. However, this year it was the same; 77% of non-teaching faculty and 77% classroom teachers reported professional certification. *This may be due to the fact that this year we did not count teachers or lead educators who were employed at more than one facility more than once. In previous annual reports, those teachers or lead educators who worked at more than one facility were counted multiple times which may have led to inflated values.*

Table 3.3-4. Florida Juvenile Justice Trends by Level of Certification for Teaching and Non-Teaching Faculty, 2009–2010

	Professional		Temporary		Statement of Eligibility		School District Approved		Non-Certified		Total	
	%	N	%	N	%	N	%	N	%	N	%	N
Teaching at least one class	77%	475	18%	111	3%	20	1%	3	1%	7	100%	616
Not Teaching	77%	37	13%	6	2%	1	0%	0	8%	4	100%	48

To be considered in-field, teachers must be certified in the subject area they teach. Table 3.3-5 displays the breakdown of teacher certifications by academic field (math, English, social science, and/or science) from 2001 to 2009-2010 and shows the number of teachers who taught courses outside their certification areas.

Data presented in Table 3.3-5 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 either remained constant (i.e. English) or slightly increased this past year. In 2009–2010, 64% of math teachers, 65% of English teachers, 77% of social science teachers, 67% of science teachers, and 39% of reading teachers were certified in their instructional assignment areas.

Table 3.3-5. Certified In-Field and Out-of-Field Teachers in Florida's Juvenile Justice Programs, 2001 to 2009-2010

Teachers	2001	2002	2003	2004	2005	2006	2007-2008	2008 - 2009	2009 - 2010
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
Math Teachers									
In-Field	11% (34)	12% (41)	14% (44)	21% (66)	28% (70)	29% (79)	54% (114)	63% (134)	64% (128)
Out-of-Field	89% (274)	88% (299)	86% (261)	79% (252)	72% (181)	71% (198)	46% (97)	37% (79)	36% (71)
Total	100% (308)	100% (340)	100% (305)	100% (318)	100% (251)	100% (277)	100% (211)	100% (213)	100% (199)
English Teachers									
In-Field	19% (65)	21% (85)	22% (74)	31% (118)	38% (118)	35% (136)	57% (118)	65% (144)	65% (140)
Out-of-Field	81% (282)	79% (319)	78% (268)	69% (265)	62% (196)	65% (248)	43% (88)	35% (78)	35% (75)
Total	100% (347)	100% (404)	100% (342)	100% (383)	100% (314)	100% (384)	100% (206)	100% (222)	100% (215)
Social Science Teachers									
In-Field	28% (81)	20% (71)	32% (88)	37% (108)	40% (89)	46% (116)	60% (109)	71% (133)	77% (136)
Out-of-Field	72% (207)	80% (283)	68% (185)	63% (186)	60% (132)	54% (136)	40% (74)	29% (55)	23% (41)
Total	100% (288)	100% (354)	100% (273)	100% (294)	100% (221)	100% (252)	100% (183)	100% (188)	100% (177)
Science Teachers									
In-Field	14% (36)	15% (40)	17% (43)	23% (65)	31% (63)	31% (68)	58% (106)	66% (130)	67% (124)
Out-of-Field	86% (227)	85% (224)	83% (208)	77% (218)	69% (141)	69% (153)	42% (78)	34% (68)	33% (62)
Total	100% (263)	100% (264)	100% (251)	100% (283)	100% (204)	100% (221)	100% (184)	100% (198)	100% (186)
Reading									
In-Field	N/A	N/A	N/A	N/A	N/A	N/A	26% (59)	34% (86)	39% (86)
Out-of-Field	N/A	N/A	N/A	N/A	N/A	N/A	74% (165)	63% (144)	61% (135)
Total	N/A	N/A	N/A	N/A	N/A	N/A	100% (224)	100% (230)	100% (221)

Table 3.3-5 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. However, it's important to note that the middle grades integrated curriculum certification does not apply for reading courses.

An additional measure of teacher accreditation is teachers' education, training, and specialization. Table 3.3-6 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 education degrees but not specific degrees in the content area they teach: 53% of English teachers, 41% of social science teachers and 41% of science teachers. Math teachers display a different trend; 46% of math teachers have education degrees and 48% have other degrees that are not in math or education. Only 6% of math teachers have a degree in the content area they teach (i.e. math). Teachers of social science have the fewest degrees other than social science or education. Of the 177 social science teachers, 87% have degrees in social science, education, or both areas.

One of the most significant findings regarding teacher quality is related to teacher accreditation. For the second consecutive year, all teachers in Florida's juvenile justice schools, who teach in one of the four core subject areas, have attained a college degree. This finding demonstrates teachers' response to more stringent requirements and their commitment to providing high quality educational services.

Table 3.3-6. Florida Juvenile Justice Teachers' Degree(s) by Academic Field

	Percent	Number
Math Teachers		
Math Degree(s)	6%	11
Education Degree(s)	46%	92
Math and Education Degrees	1%	1
Other Degree(s)	48%	95
Total	101%	199
English Teachers		
English Degree(s)	14%	30
Education Degree(s)	53%	113
English and Education Degrees	5%	10
Other Degree(s)	29%	62
Total	101%	215
Social Science Teachers		
Social Science Degree(s)	38%	68
Education Degree(s)	41%	73
Social Science and Education Degrees	8%	14
Other Degree(s)	12%	22
Total	99%	177
Science Teachers		
Science Degree(s)	20%	38
Education Degree(s)	41%	76
Science and Education Degrees	4%	8
Other Degree(s)	34%	64
Total	99%	186

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

One may also examine teachers' educational backgrounds related to their educational attainment and specialization. Table 3.3-7 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 628 juvenile justice teachers who have at least a bachelor's degree, 36% also have master's degrees and roughly 3% have obtained doctoral degrees. In comparison, the EIAS (2010) shows that 59% of Florida's public school teachers have bachelor's degrees, 37% have master's degrees, 3% have specialist degrees, and approximately 1% have doctoral degrees.

Table 3.3-7. Type and Level of Degrees among Florida Juvenile Justice Teachers Who Teach at Least One Class

Degree Type	Bachelor's		Master's		Ed.D./Ph.D.	
	%	N	%	N	%	N
<i>Education Degree</i>	39%	244	67%	149	65%	11
Other Degree	61%	384	33%	74	35%	6
Total	100%	628	100%	223	100%	17

A majority of Florida's juvenile justice teachers (61%) obtained a bachelor's degree in subject areas other than education; however, only 33% percent of teachers obtained a master's degree in areas other than education. Furthermore, doctoral degrees are more prevalent in the education field (65%).

Teaching experience is particularly important to students' academic success (Darling-Hammond, 1999). Table 3.3-8 presents juvenile justice teachers' length of tenure in the profession. During the 2009-2010 QA review cycle, 57 (7.6%) teachers reported teaching for less than one year. Furthermore, among the population of 674 juvenile justice educators, 39% have fewer than five years professional teaching experience. Almost half (45%) have 5 to 20 years experience as a teacher; a finding similar to last year with an increase of 1%. These findings indicate little change in the level of teaching experience of juvenile justice educators compared to findings reported in the 2008-2009 JJEEP Annual Report.

Table 3.3-8. Teaching Experience of Florida Juvenile Justice Teachers

Years in Teaching Profession	Number of Teachers	Percent
Less than 5	265	39%
5 – 10	162	24%
11 – 20	138	21%
More than 21	109	16%
Total	674	100%

Florida juvenile justice teachers, on average, have fewer years of teaching experience compared to non-juvenile justice teachers in the state. Florida juvenile justice teachers average 10.43 years of teaching experience; however, according to EIAS (2010), Florida's non-juvenile justice teachers average 12.37 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 3.3-9 presents juvenile justice teachers’ teaching experience within a juvenile justice or adult correctional facility. This question was included in the 2009-2010 electronic self-report system to gain insight on teacher’s experience specifically in correctional education. During the 2009-2010 QA review cycle, 148 (22%) teachers reported teaching for less than one year in a juvenile justice or adult correctional facility. Out of the 674 juvenile justice educators who taught at least one class this year, almost half (46%) have previously taught in a juvenile justice or adult correctional facility from 1 to 5 years. Furthermore, 18% have taught 6 to 10 years in correctional teaching and 14% have taught in a juvenile justice or adult correctional facility for more than 11 years.

Table 3.3-9. Teaching Experience in a Juvenile Justice or Adult Correctional Facility

Years in Correctional Teaching	Number of Teachers	Percent
Less than 1	148	22%
1 – 5	313	46%
6 – 10	122	18%
11 or greater	91	14%
Total	674	100%

Table 3.3-10 presents teachers’ tenure in the same juvenile justice education program. As noted in Table 3.3-10, 10% have taught in the same juvenile justice program less than one year. The vast majority (66%) 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.

Table 3.3-10. Years Teaching in the Same Florida Juvenile Justice Program

Years Teaching in Same Program	Number of Teachers	Percentage
Less than 1	65	10%
1–5	447	66%
6–10	96	14%
11–20	56	8%
21 or greater	10	2%
Total	674	100%

During the 2008-2009 QA review cycle, JJEEP staff collected additional data regarding teachers’ educational background. Juvenile justice teachers were asked to report the college or university where they received their bachelors, masters, and/or doctorate

degree. This information may be particularly relevant for post-secondary education institutions.

Florida juvenile justice educators reported 716 Bachelor of Science or Bachelor of Art degrees (some teachers may have received multiple bachelor degrees). More than half, 53%, came from Florida colleges/universities or online education programs. The top schools where Florida juvenile justice teachers received their bachelor degree were:

1. University of South Florida (n=46)
2. Florida State University (n=45)
3. University of West Florida (n=40)
4. Florida A&M University (n=26)
5. University of Central Florida (n=25)
6. University of Florida (n=23)
7. Florida Atlantic University (n=20).

In addition, Florida juvenile justice educators reported 287 Master of Science or Master of Art degrees (some teachers may have received multiple master's degrees). Similar to bachelor degrees, more than half (57%) of the master degrees came from Florida colleges/universities or online education programs. The top schools where Florida juvenile justice teachers received their masters were:

1. Nova Southeastern University (n=49)
2. University of South Florida (n=21)
3. Florida State University (n=17)
4. University of West Florida (n=12)
5. Florida Atlantic University (n=10)
6. Florida A&M University (n=9).

Furthermore, Florida juvenile justice educators reported 22 Doctorate of Philosophy or Doctorate of Education degrees. Half (50%) of the doctorate degrees came from Florida colleges/universities or online education programs. The colleges or universities where Florida juvenile justice teachers received their doctorates included:

1. University of South Florida (n=2)
2. Nova Southeastern University (n=2)
3. University of Florida (n=1)
4. Florida Atlantic University (n=1)
5. Rollins College (n=1)
6. Jacksonville Theological Seminary (n=1).

These three lists indicate that several colleges or universities (i.e. University of South Florida, Florida State University, University of West Florida, and Nova Southeastern University) are producing a large number of juvenile justice teachers in Florida. This information may illuminate the need for new or improved college curriculum that specifically addresses juvenile justice education, training, and/or pedagogy.

3.4 Summary Discussion

This chapter summarizes the findings regarding teacher qualifications from 2000 to 2010 and the recent QA results and trends in teacher qualifications. Similar to the 2008-2009 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. Furthermore, this year highlighted the universities where Florida's juvenile justice teachers received their degrees to inform colleges about introducing juvenile justice coursework into their curriculum. 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%). However, this teacher population is slightly more diverse ethno-rationally with 35% reporting Non-White, when compared to the national sample (27%) 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, the number of teachers who taught in-field slightly improved from 2008-2009 to 2009-2010. This year's data showed that 64% of math teachers, 65% of English teachers, 77% of social science teachers, 67% of science teachers, and 39% of the reading teachers were certified in the subject matter of the courses they taught. The largest increase was shown for social science teachers increasing from 71% in 2008-2009 to 77% this year.

This year was the second year in a row that every Florida juvenile justice teacher, who taught a core subject, had obtained a college degree. To reiterate, no core classes were taught by teachers who did not obtain at least a bachelor's degree. This finding demonstrates commitment to providing high quality educational services.

Finally, over half (68%) of Florida's juvenile justice teachers have 5 years or less of teaching experience in a juvenile justice or adult correctional facility. Furthermore, the vast majority (76%) of juvenile justice teachers have taught in the same juvenile justice program for 5 years or less. With established empirical relationships between education and delinquency prevention, the appropriate staffing of juvenile justice schools and the retention of highly qualified teachers should be of great concern for policymakers.

Chapter 4

A Recommended Accountability System for Florida's Juvenile Justice Educational Programs

4.1 Introduction

This chapter recommends to the Florida Department of Education (DOE) a new performance based accountability system for Florida's juvenile justice educational programs (also referred to as juvenile justice schools). Unlike the Juvenile Justice Educational Enhancement Program's (JJEEP's) quality assurance (QA) function, which relied heavily upon an onsite process evaluation and onsite data collection, the recommended system uses multiple data collection methods and data assessment triggers to identify programs that may require onsite evaluations, monitoring, or training.

The remainder of this chapter is comprised of six sections. Section 4.2 identifies the current problem faced by the state of Florida and the need for a new cost-efficient accountability system for juvenile justice schools. Section 4.3 describes the purpose and goals of the recommended accountability system. Section 4.4 delineates the performance measures that compose the accountability system. Section 4.5 outlines the data sources utilized in the accountability system. Section 4.6 outlines the triggers and follow-up procedures for low-performing schools. Section 4.7 proposes possible implementation phases and timelines for the proposed system. And Section 4.8 provides a summary discussion.

4.2 Problem and Challenges

In 1983, the Florida juvenile justice system came under scrutiny from the federal courts as a result of a federal class action lawsuit. The lawsuit was filed on behalf of a 14-year old boy referred to as *Bobby M.* and three other children who were confined at the Arthur G. Dozier Training School for Boys in Marianna, the Florida School for Boys in Okeechobee, and the Alyce D. McPherson School for Girls in Ocala. The *Bobby M.* complaint alleged inhumane conditions of confinement and lack of education services in the training schools that served as Florida's highest security facilities for juvenile offenders.

In response to the complaint, in 1994, the Juvenile Justice Reform Act removed juvenile justice programs and services from the Department of Health and Rehabilitative Services (HRS) and assigned them to the newly created Department of Juvenile Justice (DJJ). A significant component of this legislation required that a QA program be part of the new department as an ongoing component of the state's juvenile justice services. During this transition, DOE was asked to develop QA standards for educational programs provided within juvenile justice facilities.

In 1996, the Legislature created s.1003.52, F.S., entitled "Educational Services in DJJ Programs," which authorizes DOE to conduct educational QA reviews and develop an

annual report on the status of juvenile justice educational programs. In addition, s. 1003.51, F.S., requires DOE to -

establish and operate, either directly or indirectly through a contract, a mechanism to provide quality assurance reviews of all juvenile justice education programs and shall provide technical assistance and related research to district school boards and providers on how to establish, develop, and operate educational programs that exceed the minimum quality assurance standards.

In 1998, DOE awarded JJEEP to the College of Criminology and Criminal Justice at Florida State University to conduct QA reviews, technical assistance, and research related to Florida's juvenile justice educational programs.

Since 1998, JJEEP has carried out these multiple oversight, accountability, and best practice research functions by:

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

In 2000 and 2001, the Florida legislature strengthened accountability in juvenile justice education by requiring best-practice research, outlining sanctions and interventions for low-performing juvenile justice schools, and requiring DOE to develop and promulgate a State Board of Education Rule for juvenile justice education.

In 2010, House Bill 5101 amended s.1003.52, F.S., "Educational Services in DJJ Programs," to state that DOE's oversight, accountability, and best practice research functions for juvenile justice schools were tied to the availability of federal funds. This revision by the state legislature has resulted in the absence of an oversight process and the state of Florida with the challenge of developing a responsible oversight, accountability, and best practice research model that is more cost-efficient.

The educational needs of juvenile justice youth vary widely including academic expectations for the elementary, middle, and high school levels, basic literacy, special education, adult education, career and technical education, and as appropriate post-secondary education.

Most traditional school accountability models are based on the annual testing of stable student populations. But juvenile justice schools are temporary settings with high student mobility rates, making annual growth measurements questionable at best.

In addition, a juvenile justice school accountability system should not rely on a single source of data which can often misrepresent school practices and their efforts to provide students with the opportunities necessary to succeed. For example, administrative and student data collected by DOE (Survey 5) provides an incomplete picture of a juvenile justice school. The data is not descriptive (e.g., no measures of academic services, instructional quality or transition services). The data is not real-time (e.g., data can be 1-2 years behind). And the data does not provide uniform measures of progress for all portions of the population (i.e. middle school, high school, career education, and post-secondary students).

Self-report systems can provide more site specific descriptive information. However, the data derived from these systems can be inconsistent and highly dependent upon training for those compiling the self-report.

Ultimately, a responsible accountability system will include mechanisms that externally validate multiple critical items of information.

Given this history of neglect and the current financial restraints, the question becomes: How does the state of Florida ensure that students in the juvenile justice system receive high quality and appropriate educational services that lead to students' improved educational attainment and improved life prospects?

To do this, it is recommended that Florida reconstitute the development and implementation of a comprehensive, yet cost-efficient accountability system that seeks to continuously improve educational services that have been found to increase students' learning gains and educational attainment while in the juvenile justice system.

4.3 Purpose of the Accountability System

The purpose of this recommended accountability system is to provide a tool for the DOE, school districts, and schools to guide and improve the educational services for juvenile justice students as required by state and federal law. In addition, the proposed system is designed to respond to critical best practice research questions that will lead to more effective education policies, practices, and implementation strategies which, in turn, will improve the quality of educational services and student outcomes.

Given the needs of this unique high-risk population, an accountability system for juvenile justice educational programs must be able to meet the following goals and objectives and be cost efficient in the process.

Goal 1: Guide state, district, and school-level policies and practices to improve the academic and career/technical performance of the students served.

Objectives:

- Produce results and analysis tools to empower DOE, school districts, and schools to improve services
- Provide training, assistance, and corrective action when requirements are not met

Goal 2: Identify student gains and outcomes using performance measures that are relevant to the population.

Objectives:

- Provide annual school performance profiles that identify low, average, and high performing programs

Goal 3: Ensure that high quality educational services are provided to students in juvenile justice educational programs.

Objectives:

- Ensure education staff are appropriately qualified and trained
- Ensure schools are meeting state and federal requirements
- Validate that students' individual learning and transition needs are identified and met
- Ensure schools utilize resources appropriately to enable students to maximize their learning gains and achievement levels

The major elements of the system include the development of district, school, and student performance measures, the use of multiple data sources and methods of collection, the identification of performance thresholds and triggers, follow-up for validation and improvement, and training. It is recommended that the accountability system be phased in over a four to five year period. See section 4.7 for an implementation plan.

4.4 Performance Measures

The development of the proposed performance measures was informed by findings from empirical research and the vast experience of project staff to reflect evidence-based practices demonstrated to be meaningful for this population and to improve educational outcomes for students. There are 26 performance measures for residential and day treatment schools and 13 performance measures for detention centers. Each set of performance measures will identify a school's performance over different areas such as providing effective transition services, providing high quality curriculum and instruction, maintaining high teacher quality, maintaining appropriate resources and learning environment, educational gains and attainment, and student outcomes.

Table 4.4-1 provides a list of the proposed school performance measures organized by area.

Providing Effective Transition Services	
Conducting Assessment	Individualized Student Planning+
Identification of ESE Students+	Providing an Individualized Transition+
High Quality Curriculum and Instruction	
Opportunities for Student Progression	Curriculum Resources+
Individualized Instruction	Reading Instruction+
Maintaining High Teacher Quality	
Teacher Qualifications+	Teacher Retention+
Professional Development+	
Maintaining Appropriate Resources and Learning Environment	
Resource Allocation+	School Climate and Teacher Motivation+
School Climate and Student Satisfaction+	Maintaining Student Attendance*
Educational Gains and Attainment	
Math Gains	Reading Gains
High School Credits Earned	Middle School Grade Promotion+
Diplomas and GEDs Earned+	Career Certificates Earned
Post-Secondary Credits Earned	Psychological Gains
Student Outcomes	
Return to k-12 Public School	Enrollment in Adult or Technical School Post-Release
Employment	Re-Arrest^

+ Includes detention centers

* Applies to day treatment programs only

^ Applies to residential programs only

4.5 Data Sources

Data for the performance measures will be collected from multiple sources including the state secondary data systems, annual school self-reports, annual school district self-assessments, and teacher and student surveys. These multiple data sources will be used to measure and compare different areas including school activities and services as well as student performance.

DOE's Automated Student Information System - The Automated Student Information System provides annual data reported to DOE from each school district. Student data are organized into formats to meet specific reporting requirements. Formats group together variables into several categories, such as student demographics, enrolment, academic progression and attainment, student services, discipline, and transition. These data are collected throughout the school year with some lag time for data reporting and cleaning. Data are organized into the following formats.

- *Teacher Course* - Provides course-level information on the classroom teacher of record. Additionally, includes the number of courses teachers taught and teachers' certification.
- *Vocational Teacher Course* - Provides course-level information on vocational teachers.
- *Department of Juvenile Justice Student Entry/Exit Assessment* - Reports pre/post test scores from DJJ students' standard assessment.
- *Prior School Status/Student Attendance* - Primary data source for student enrolment and attendance, as well as, some general demographic data.
- *Dropout Prevention Program Data* - Provides student-level data on participants in a dropout prevention program. May be used to identify DJJ placements and students missing in the Student Attendance file.
- *Exceptional Student* - Reports student-level data on ESE identification and services provided by program.
- *School Environmental Safety Incident Report* - Provides data on serious school incidents, which can be used as follow-up data for student transition.
- *Student Discipline/Referral Action* - Provides referral-level data on all disciplinary actions taken by public school administrators used for follow-up data on student transition.
- *Student Course Transcript Information* - Reports course-level data on course attempted, credits earned, and GPA of students.
- *Student Demographic Information* - Provides student-level demographic data.
- *Student End of Year Status* - Reports student-level data on educational attainment and advancement.

DOE's Automated Staff Information System - The Automated Staff Information System provides information regarding teachers' demographics, course assignment, experience, and certification. However, these data have not been used in the past for DJJ program accountability and assessment. Additionally, information for many teachers in privately run DJJ programs is missing from the database. Thus, there is a concern about data accuracy.

Department of Juvenile Justice (DJJ) Data - DJJ provides individual level data on students that have successfully completed a DJJ residential program. These data include demographics, charge and prior criminal record, and limited adjudication information. The DJJ dataset provides accurate entry/exit data (as opposed to using a proxy measure constructed from school enrollment data in the Automated Student Information System).

Florida Department of Law Enforcement (FDLE) Data - Data from FDLE provides individual level post-release data on re-arrest, recidivism, adjudication, and conviction. Data are extracted from FDLE records through matching of individual student information (e.g., name, date of birth, sex).

Florida Education Training Placement Information Program (FETPIP) Data FETPIP is a data set, which provides follow-up data on former students who have graduated or exited public schools within Florida. FETPIP includes data on adult and post-secondary education, employment, earnings, military service, incarceration, and public assistance. Additionally, FETPIP includes a measure of GEDs earned in adult

education programs that are not included in the Automated Student Information System.

Florida Assessments for Instruction in Reading (FAIR) Data - FAIR provides an online reading assessment test for K-12 students. Individual test scores for juvenile justice students are available as one measure of reading gains.

School Self-Report Data - The self-report information would be submitted by program and district personnel through a password protected website. Every year there will be a designated window for submitting self-report information. Once initially submitted, program and school district personnel will be able to update previous year's information which will reduce the amount of time required to collect and submit information. Personnel asked to submit self-report information include school district contract managers, their designees, reading coaches, transition specialists, program lead educators, and teachers.

Program self-report information would include descriptions of program services, resources, and personnel. For example, lead educators will be required to submit information on career and technical certificates earned, post-secondary education credits earned, basic program information such as school name, provider, security level, student to teacher ratio, and descriptions of program services. School district administrators will be required to submit information on curricular resources used at the program, evidence of reading plan implementation, and budget information that reports annual educational expenditures. Finally, teachers will be asked to submit information on their teaching experience, educational backgrounds, and current professional development.

School District Self-Assessment Data - School district administrators would complete and submit annual self-assessments of their juvenile justice school's education services. The self-assessment process could be modeled after DOE's ESE self-assessment process. Methods would include appropriate school district personnel reviewing students' plans, teachers' lesson plans, reviewing the exit transition process and observing teachers.

An onsite review of student plans would include individual academic plans (IAPs), individual education plans (IEPs), Section 504 and limited English proficiency (LEP) plans, and transition plans. Exit transition would also be reviewed to determine that information is forwarded to receiving schools and school districts upon a student's release. In addition, teachers would be observed and lesson plans would be reviewed to ensure individualized instruction.

Contract managers may have other district personnel assist with the self-assessments; however, a program's lead educator should not be used. Ideally, school districts would use a committee of district personnel with specific (ESE, transition, guidance, and/or curriculum coaching backgrounds) to serve on their district self-assessment team in order to accomplish this task.

Teacher and Student Survey Data - Annual school surveys would be used to measure school climate and environment as well as changes in student self-control and self-determination.

The first survey is a student survey that would be administered at entry and exit and addresses measures of self-control and self-determination. Measures such as self-control and self-determination have been found to significantly impact the long-term outcomes of delinquent youth. Results from the student entry and exit surveys could be used for two purposes. Survey results would determine each program's effect on student self-control and self-determination from entry to exit. Additionally, the results could be used to help predict student outcomes such as return to school, high school graduation, employment and recidivism. The entry and exit student self-control

surveys could be administered online by program personnel through a password protected website. These surveys would be voluntary and confidential.

The second survey is a school climate survey designed to measure the program and school's learning and teaching environment. The climate survey questions will address areas such as safety, trust and respect, expectations of success, learning standards, teaching methods, professional climate, and learning environment. A few questions may vary by program type such as attendance related questions for day treatment programs and differing transition questions for detention centers. The climate surveys would be voluntary and anonymous and would be administered to teachers and students annually. The surveys could be administered via the web during a designated week each year.

In the interests of obtaining higher completion rates, teacher climate surveys would contain between 30-35 close-ended questions; and the student climate surveys would contain between 25-30 close-ended questions. Most questions would be answered using a five point likert scale such as:

Strongly Disagree Disagree Not Sure Agree Strongly Agree

The results from teacher and student climate surveys would be used to facilitate school improvement. The results would be shared with program administrators in a timely manner. Results would include the school's completion rate, average ratings of each question as well as the state's completion rates and average ratings for their program type. The states average ratings will allow the program to compare their results with other similar schools. Administrators will be able to use the results for several purposes including school improvement planning, review and revision of school policies and procedures and professional development.

4.6 Performance, Triggers, and Follow-up

Annual school performance profiles would be generated from the data and information discussed in the previous section. Once data is collected it can be used to identify high, average and low performing schools. There would be threshold criteria for individual performance measures. Thresholds may be calculated differently depending on the type of performance measure (i.e. gains based upon test scores or administrative observations).

The descriptive, process, and outcome data would be synthesized to provide a profile of each school (as categorized by a typology of schools by program type, security level, and length of stay) and a profile of Florida's juvenile justice schools as a whole.

The profiles would reflect the most accurate, current data available. These profiles would not be automatically generated by an electronic system; rather, they would be developed by education staff familiar with the operation of juvenile justice schools to ensure attention to detail, contextual limitations, and special circumstances.

Depending upon the performance measure, thresholds could be determined by;

1. comparing individual school performance to state averages,
2. comparing change from previous to current year's performance within the same school,
3. meeting minimal state and federal requirements, and/or
4. analyzing data to identify anomalies (i.e. unusually high numbers of credits earned or low numbers of identified ESE students served within a particular school).

Ultimately, school performance triggers would be used to determine which programs need and receive follow-up. Depending upon the nature of the program's performance, follow up may include telephone calls, site visits to school district administrators and management information systems (MIS) personnel and administrators, and/or specific site visits to programs. The purpose of the follow-up would be to assist school districts and programs with correcting identified problems and improving school and student performance. Follow-up would include sanctions and interventions for habitually low-performing programs. Site visits would only occur in approximately 10% of the lowest performing programs and/or school districts. As sanctions and intervention increase on habitually low-performing programs and school districts, additional site visits and training may occur in future years. See Section 4.7 for a recommended implementation timeline.

In addition to follow-up site visits conducted on low-performing educational programs, random site visits would also be conducted to validate program activities and outcomes reported through the various data sources. Annually, a stratified sample of approximately 10% of high and average performing schools would receive site visits to determine the quality of the data submitted to DOE. These site visits would be used to validate performance measures, determine the data's accuracy and reliability, inform the annual revision of the performance measures, and ultimately identify demonstration sites.

Ultimately, the multiple data collection methods and external validation will provide schools and school districts with continuous feedback and training to make informed decisions regarding school district and school policies and practices.

For example, student performance measures calculated from state secondary data sources and school self-report information can be used to identify schools in need of resources and assistance. In addition, descriptive information enables the pairing of schools in need of assistance with similar type high-performing schools.

Annual school and student performance results would be provided via the web where school administrators can query information that can be used for program improvement planning, review and revision of policies and procedures, and professional development.

Most importantly, the accountability system would use juvenile justice education professionals (peers) from school districts and programs to assist with on-site visits, validations, and technical assistance. As the new accountability system evolves, input and feedback from school districts and education providers would be solicited annually to ensure that performance measures, thresholds, and triggers accurately depict schools' efforts, services, and outcomes.

4.7 Implementation Phases and Timelines

Many aspects of the recommended accountability system should be pilot tested before full implementation and the system should be refined annually and informed by current research, state and federal requirements and practitioner input. Regardless of the quality of a program's design, new accountability systems, data systems, and governance structures invariably encounter implementation impediments. Therefore, it is recommended that the new accountability system be implemented in the following annual phases.

Year 1

Year 1 activities would focus on 12 performance measures from secondary state data sources. These measures are primarily concentrated on student gains and outcomes, and would include:

- Conducting assessment
- Identification of ESE Students
- Opportunities for Student Progression
- Reading Gains
- Math Gains
- High School Credits Earned
- Middle School Grade Promotion
- Diplomas and GEDs Earned
- Maintaining Student Attendance (day treatment only)
- Return to School
- Enrollment in Adult Education
- Employment
- Re-arrest (residential only)

The first part of Year 1 should include conducting regional trainings on the first 12 performance measures; while the second part of Year 1 should include site-visits to low-performing and randomly selected programs and school districts. In addition, Year 1 activities would include pilot testing Year 2's program-level self-report system.

Year 2

Year 2 activities would focus on adding an additional eight performance measures (20 total) from school self-reported data sources. These measures are primarily concerned with teacher qualifications and school resources, and would include:

- Teacher Qualifications
- Teacher Retention
- Professional Development
- Reading Instruction
- Post-Secondary Credits Earned
- Career Certificates Earned
- Resource Allocation
- Curriculum Resources

Year 2 activities would include implementing a web-based self-report system and conducting regional trainings on the new performance measures. In addition, Year 2 activities would include conducting follow up on low-performing and randomly selected programs and pilot testing Year 3's school district self-assessment process.

Year 3

Year 3 activities would focus an additional three performance measures (23 total) from school district self-assessment data sources. These measures are primarily concerned with ensuring individualized education and transition services for students, and would include:

- Individualized Student Planning
- Individualized Instruction
- Providing an Individualized Transition

Year 3 activities would include implementing the school district self-assessment system, and conducting regional trainings on the system and the new performance measures. In addition, Year 3 activities would include pilot testing Year 4's teacher and student survey system, and conducting follow-up on low performing and randomly selected schools.

Year 4

Year 4 activities would focus an additional three performance measures (26 total) from teacher and student surveys. These measures are primarily concerned with capturing a school's climate and learning environment, and determining students' psychological gains while in a program, and would include:

- Student Satisfaction
- Teacher Motivation
- Student Self-Control and Self-Determination

Year 4 activities would include implementing the web-based teacher and student survey system and conducting regional trainings on the new performance measures. In addition, Year 4 activities would include conducting follow up on low-performing and randomly selected programs.

4.8 Summary Discussion

Starting with the 2010-2011 school year there will no longer be a quality assurance (QA) system that provides evaluation and accountability in Florida's juvenile justice educational programs. Some discussion between the Department of Education, school districts, and educational providers has occurred regarding the future of accountability in juvenile justice education, but it has not evolved beyond the development of suggestions that some minor descriptive reporting elements be used to monitor juvenile justice educational programs. Moreover, there has been no discussion of continued research and evaluation in the field that would directly support and improve educational services and outcomes for students.

Juvenile justice education has historically been a neglected field which has been often underfunded and has not received the necessary research and policy development attention. It was not that long ago that Florida was found to have insufficient educational services for its incarcerated students. Teachers were often not qualified; required educational services were sometimes not provided; resources were inferior to those found in public schools; and student gains were often not measured or even expected in some programs.

The purpose of proposing the comprehensive accountability and evaluation system in this chapter is to recognize that without such a system the extensive progress that has been made over the last 12 years will be lost. Over the past 12 years Florida's juvenile justice educational program accountability system has become nationally recognized and its standards and methods have viewed as a model. Through continued research driven accountability and technical assistance, the qualifications of teachers have steadily increased, educational resources have increased, the use of technology has spread and programs have begun the process of measuring their students' growth, progress, and outcomes.

At the 2010 Juvenile Justice Education Institute and Southern Conference on Corrections (JJEI/SCC), several school administrators commented that they had used JJEEP's accountability process as leverage to obtain needed resources. Some commented that, in the absence of accountability, services have already begun to slip.

In order to continue to improve educational services and student outcomes, any future accountability system in juvenile justice education should:

1. conduct relevant research that identifies services and practices which improve student outcomes,
2. measure student gains and attainment while in juvenile justice schools and the outcomes they achieve post-release,
3. evaluate the quality of academic, career and technical and transition services provided to juvenile justice students, and
4. provide training and technical assistance that is guided by research results, state and federal requirements, and the experience of practitioners in the field.

The accountability system that is proposed here will not only help the state of Florida sustain its gains in the area of juvenile justice education, but will continue, through research, to propel the field forward.

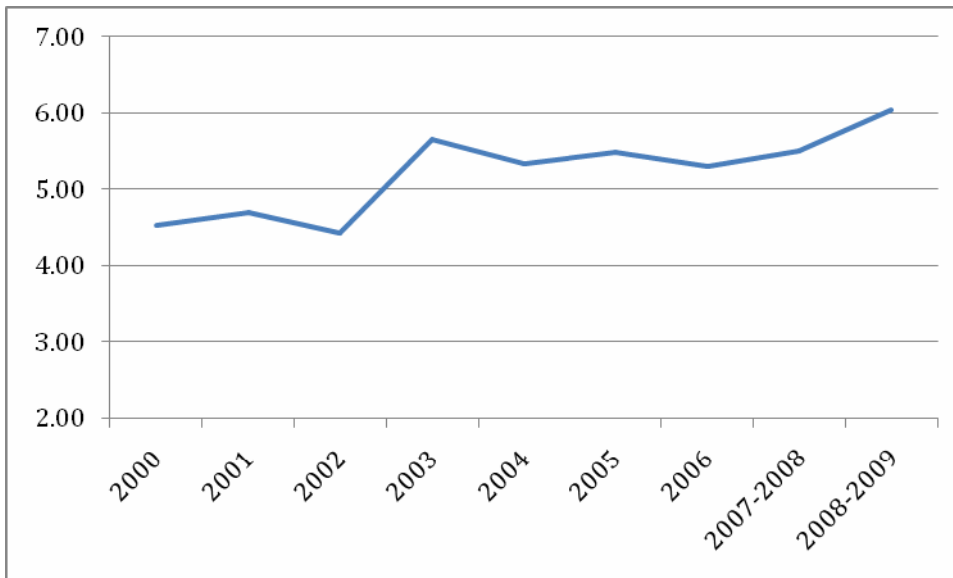
Chapter 5

Summary and Discussion

5.1 The 2009-2010 QA Review Cycle

One way to demonstrate the impact that quality assurance (QA) has had on the provision of education to juvenile justice youth is to simply examine the QA scores over time. Figure 5.1 displays the change in overall QA scores between 2000 and 2009. Scores for the 2009-2010 cycle are not included due to the transitional nature of the year and the fact that QA scores were provided as pass or fail during the cycle. The 2008-2009 review cycle was marked by a substantial increase in the overall QA scores. The increase in QA scores throughout JJEEP's tenure is remarkable not only because gains were made almost every year, it is remarkable because such gains were made despite the fact that JJEEP raised the bar each year—consistently increasing the quality of educational services.

Figure 5.1: Average overall QA score by year (all programs).



Additionally, as noted in the 2008-2009 Annual Report, there was a record number of exemplary programs that year: 68 exemplary programs with 42 programs earning exemplary status in the 2008-2009 cycle.

As discussed in Chapter 1 of this report, JJEEP's QA process has not been active since June 30, 2010. We have received numerous contacts inquiring about the future status of QA and technical assistance for programs. It is our understanding that DOE is attempting to develop a very limited system. JJEEP participated in three meetings that included representatives from districts and private providers. At the last meeting of

this group, suggestions were provided to DOE for a new system under the constraint that there will not be funds available for such a system. The suggestions included reliance on school improvement plans and Survey 5 (DOE student data) to extract data and information about the status and progress of educational programs and the students served by them. At this meeting, JJEEP presented the major components of the accountability system described in Chapter 4 of this report. It is our strong belief that a valid, reliable, and meaningful accountability system must include multiple sources of data and some on-site presence for data collection; namely, interviews, records review, and observation. Fiscal constraints limit the extent to which on-site reviews can be conducted; however, various strategies can be employed to reduce the number of on-site reviews thereby reducing the cost of an accountability system. For instance, a stratified sample of programs could receive on-site reviews (low-performing and high-performing) and data-driven thresholds can be established that create triggers for on-site reviews.

Florida is at the precipice of losing ground that was gained at great cost to taxpayers, youth, teachers, providers, and school districts. The track record of neglect in this field, prior to NCLB, is significant and could easily be revisited if Florida's policymakers do not take action. In a brief, impromptu telephone survey of juvenile justice contract providers, JJEEP learned of the strong desire to continue the QA process—including on-site reviews. Contract managers reported the need for multiple data sources and the need for technical assistance. Some programs have begun to experience signs of neglect and slippage already – since summer 2010. There is no way to know how much ground will be lost at the end of the academic year without quality assurance. However, the real losers in this crisis are the youth who may not receive the best quality of educational services available if accountability is not in place—very soon.

5.2 Future Directions and Recommendations

JJEEP concludes the provision of technical assistance and CAP reviews December 31, 2010. At that point, programs and providers will have to rely solely on DOE for research findings on best practices, accountability services, technical assistance, and a venue for an annual meeting to share best practices and network.

Last year, JJEEP recommended that the role of juvenile justice education programs be expanded during the exit transition phase to include conducting 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, attainment) and employment services. This remains a valid recommendation despite the lack of movement in this direction by DOE and districts. JJEEP continues to recommend specific areas where research is needed. Research findings should be presented to the Florida Legislature and the DOE to assist in targeting limited resources to improve the quality of education. We believe such legislative reporting is consistent with Governor-Elect Scott's plans for state agencies to be run more like businesses in which data, trends, performance, and projections are fundamental in guiding practices.

The process described in Chapter 4 of this report was developed by professionals with many years of experience in the classroom as teachers and as educational leaders, and as reviewers conducting QA reviews. The development of the accountability system was also informed by empirical research about process and outcome evaluation. JJEEP stands behind these recommendations and hopes that the Legislature and DOE begin implementing a new system in the immediate future.

Appendix A

2009–2010 Programs by Percentage of Benchmark Passed

Program	Entry Transition	Service Delivery	Exit Transition	Contract Management	Total
Adolescent Residential Campus (ARC)	88%	94%	100%	100%	94%
Alachua Regional Juvenile Detention Center	88%	86%	33%	33%	71%
AMIKids Gainesville	90%	81%	100%	100%	88%
AMIKids Greater Ft. Lauderdale	90%	100%	50%	100%	91%
AMIKids Jacksonville	100%	88%	75%	50%	85%
AMIKids Last Chance Ranch	88%	100%	75%	75%	91%
AMIKids Manatee	100%	94%	100%	75%	94%
AMIKids Miami Dade South	100%	100%	100%	100%	100%
AMIKids Palm Beach	89%	88%	100%	100%	91%
AMIKids Panama City	90%	81%	100%	50%	82%
AMIKids Pensacola	100%	100%	100%	100%	100%
AMIKids Pinellas	80%	88%	75%	100%	85%
AMIKids Sarasota	100%	100%	75%	75%	94%
AMIKids Southwest Florida	100%	100%	75%	100%	97%
AMIKids Space Coast	88%	100%	100%	100%	97%
AMIKids Tallahassee	80%	100%	75%	100%	91%
AMIKids Volusia	100%	100%	100%	100%	100%
AMIKids West Florida	100%	100%	75%	100%	97%
Apalachicola Forest Youth Academy	88%	88%	100%	75%	88%
Avon Park Youth Academy	100%	100%	100%	100%	100%
Brevard Group Treatment Home	88%	100%	100%	100%	97%
Brevard Regional Juvenile Detention Center	100%	100%	100%	100%	100%
Britt Halfway House	100%	100%	100%	100%	100%
Camp E-Kel-Etu	63%	88%	75%	75%	78%
Camp E-Ma-Chamee	100%	88%	100%	75%	91%
Columbus Residential Juvenile Facility	100%	100%	100%	100%	100%
Cypress Creek Juvenile Correctional Facility	75%	88%	75%	100%	85%
Daniel Academy	100%	94%	100%	100%	97%
Dena Thompson Academy	88%	76%	75%	100%	82%
Dove Academy	75%	100%	100%	50%	88%
Duval Halfway House	38%	59%	50%	25%	48%
Duval Regional Juvenile Detention Center	75%	43%	100%	33%	62%
Eckerd Leadership Program	100%	100%	50%	75%	91%
Eckerd Youth Challenge	75%	94%	100%	75%	88%
Falkenburg Academy	100%	100%	75%	100%	97%
Graceville Vocational Youth Center	75%	82%	75%	50%	43%
Greenville Hills Academy/RAMC/JUST	88%	76%	75%	100%	82%
Gulf Coast Youth Academy	88%	94%	100%	100%	94%
Hastings Youth Academy	75%	88%	75%	100%	85%
Helping Ourselves Progress Effectively	63%	94%	75%	100%	85%
Home Builders Institute - Orange	89%	100%	100%	100%	97%
Impact Halfway House	88%	100%	75%	25%	85%
Jacksonville Juvenile Offender	75%	100%	100%	100%	94%

Program	Entry Transition	Service Delivery	Exit Transition	Contract Management	Total
Correctional Center					
Jacksonville Youth Center	78%	81%	25%	25%	67%
JoAnn Bridges Academy	75%	82%	75%	75%	79%
Juvenile Unit for Specialized Treatment	88%	82%	100%	75%	85%
Kissimmee Juvenile Correctional Facility	75%	100%	100%	100%	94%
Leon Regional Juvenile Detention Center	100%	100%	100%	100%	100%
Martin County Girls Academy	75%	100%	75%	50%	82%
Milton Girls Juvenile Residential Facility	75%	100%	75%	100%	91%
Monroe Regional Juvenile Detention Center	100%	100%	100%	67%	95%
Monticello New Life	13%	41%	25%	25%	30%
Nassau Juvenile Residential Facility	88%	88%	100%	75%	88%
Okeechobee Intensive Halfway House	100%	100%	100%	100%	100%
Okeechobee Youth Development Center	63%	88%	75%	75%	79%
Orange Regional Juvenile Detention Center	100%	100%	100%	100%	100%
Orange Youth Development Center	100%	94%	75%	100%	94%
Osceola Regional Juvenile Detention Center	100%	100%	67%	100%	95%
PACE Alachua	90%	100%	75%	100%	94%
PACE Hillsborough	100%	100%	100%	100%	100%
PACE Jacksonville	90%	100%	75%	50%	88%
PACE Lee	89%	81%	75%	100%	85%
PACE Leon	100%	94%	75%	100%	94%
PACE Manatee	100%	100%	75%	100%	97%
PACE Palm Beach	100%	100%	100%	100%	100%
PACE Polk	78%	94%	100%	100%	91%
Pace Volusia-Flagler	100%	100%	100%	100%	100%
Palm Beach Juvenile Correctional Facility	100%	100%	100%	100%	100%
Palm Beach Regional Juvenile Detention Center	100%	100%	100%	100%	100%
Palmetto Youth Academy	75%	65%	50%	100%	70%
Panther Success Center	75%	88%	75%	75%	81%
Peace River Youth Academy	75%	81%	75%	100%	81%
Polk Halfway House	100%	100%	100%	75%	97%
Rainwater Center for Girls	100%	100%	75%	100%	97%
Seminole Regional Juvenile Detention Center	63%	71%	100%	100%	76%
Southwest Florida Regional Juvenile Detention Center	88%	100%	67%	100%	100%
St. Johns Residential Facility	75%	88%	75%	100%	85%
St. Johns Youth Academy	63%	88%	75%	100%	82%
St. Lucie Regional Juvenile Detention Center	88%	100%	67%	67%	86%
Tantie Juvenile Residential Facility	100%	100%	100%	100%	100%
Tiger Serious Habitual Offender Program	0%	69%	25%	25%	41%
Union Juvenile Residential Facility	88%	88%	75%	75%	85%
Volusia Halfway House	88%	100%	75%	100%	94%
Walton Learning Center Shop	100%	100%	75%	100%	97%

Appendix B

2009–2010 Programs by Security Level

<i>Detention</i>
Alachua Detention Center
Bay Detention Center
Brevard Detention Center
Broward Detention Center
Collier Detention Center
Dade Detention Center
Duval Detention Center
Escambia Detention Center
Hillsborough Detention Center East
Hillsborough Detention Center West
Leon Detention Center
Manatee Detention Center
Marion Detention Center
Monroe Detention Center
Okaloosa Detention Center
Orange Detention Center
Osceola Detention Center
Palm Beach Detention Center
Pasco Detention Center
Pinellas Detention Center
Polk Detention Center
Seminole Detention Center
Southwest Florida Detention Center
St. Lucie Detention Center
Volusia Detention Center
<i>Day Treatment</i>
AMIkids Emerald Coast
AMIkids Gainesville
AMIkids Greater Ft. Lauderdale (FOSI)
AMIkids Jacksonville
AMIkids Manatee County (GCMNI)
AMIkids Miami Dade North
AMIkids Miami Dade South
AMIkids Orlando
AMIkids Palm Beach
AMIkids Panama City Marine Institute Inc.
AMIkids Pasco
AMIkids Pensacola
AMIkids Pinellas
AMIkids Sarasota County
AMIkids Southwest Florida
AMIkids Tallahassee
AMIkids Tampa
AMIkids Volusia
Daniel Academy
Eckerd Leadership Program
Home Builders Institute Orange
Jacksonville Youth Center
PACE Alachua
PACE Broward
PACE Duval

Day Treatment (continued)
PACE Escambia
PACE Hillsborough
PACE Immokalee
PACE Lee
PACE Leon
PACE Manatee
PACE Marion
PACE Orange
PACE Palm Beach
PACE Pasco
PACE Pinellas
PACE Polk
PACE Treasure Coast
PACE Volusia-Flagler
Rainwater Center for Girls
Troy Academy
Residential
Low Risk
Brevard Group Treatment Home
Peace River Youth Academy
STEP North (Nassau)
Mixed Low and Moderate Risk
AMIkids WINGS South Florida
Broward Girls Academy
Camp E-Ma-Chamee
Cypress Juvenile Residential Facility (Okeechobee Girls Academy)
Eckerd Youth Challenge
Helping Ourselves Progress Effectively (Hope)
Nassau Juvenile Residential Facility
Panther Success Center
Pasco Girls Academy
Santa Rosa Youth Academy
Moderate Risk
Adolescent Substance Abuse Program
Alachua Academy
AMIkids Big Cypress
AMIkids Crossroads
AMIkids Infinity Schools (Brevard)
AMIkids Last Chance Ranch, Inc.
AMIkids Space Coast
AMIkids West Florida
AMIkids YES (Youth Environmental Services)
ARC Adolescent Residential Campus
Avon Park Youth Academy
Bay Point Kendall (Miami Halfway House)
Bay Point Schools North
Bristol Youth Academy
Britt Halfway House
Camp E Kel-Etu
Camp E-Nini-Hassee
Columbus Residential Facility
Dade Juvenile Residential Facility
Dena Thompson Academy
DOVE Academy
Duval Halfway House

Moderate Risk (continued)
Falkenburg Academy
Greenville South /RAMC
Gulf Coast Youth Academy
Gulf and Lake Academy
Hastings Youth Academy
Impact Halfway House
JoAnn Bridges Academy
JUST (Liberty Wilderness Crossroads Camp)
Leslie Peters Halfway House
Mandala Adolescent Treatment Center
Milton Girls Juvenile Facility
New Beginnings Youth Academy
Okaloosa Youth Academy/Crestview Sex Offender Program
Okeechobee Intensive Halfway House
Pensacola Boys Base
Polk Halfway House
Pompano Substance Abuse Treatment Center
Price Halfway House For Girls
Riverside Academy
St. John's Youth Academy
Stewart Marchman Oaks
Union Juvenile Residential Facility
Volusia Halfway House
Mixed Moderate and High Risk
Desoto Correctional Facility
Orange Youth Academy
Three Springs of Daytona
High Risk
Dozier Training School for Boys
Hillsborough Academy (IRT)
Kissimmee Juvenile Correctional Facility
Marion Juvenile Correctional Facility
Martin Girls Academy
Monticello New Life Center
Okaloosa Youth Development Center
Okeechobee Youth Development Center
Palm Beach Juvenile Correctional Facility
Palmetto Youth Academy
St. Johns Juvenile Residential Facility
Tiger Serious Habitual Offender Program
Walton Learning Center
Mixed High and Maximum Risk
Cypress Creek Juvenile Offender Correctional Facility
Desoto Dual Diagnosis Facility
Tantie Juvenile Residential Facility (Okeechobee Juvenile Offender Corrections Center)
Maximum Risk
Jackson Juvenile Offender Correction Center
DCF
Apalachicola Youth Forest Camp

Appendix C
2009-2010 Quality Assurance Standards

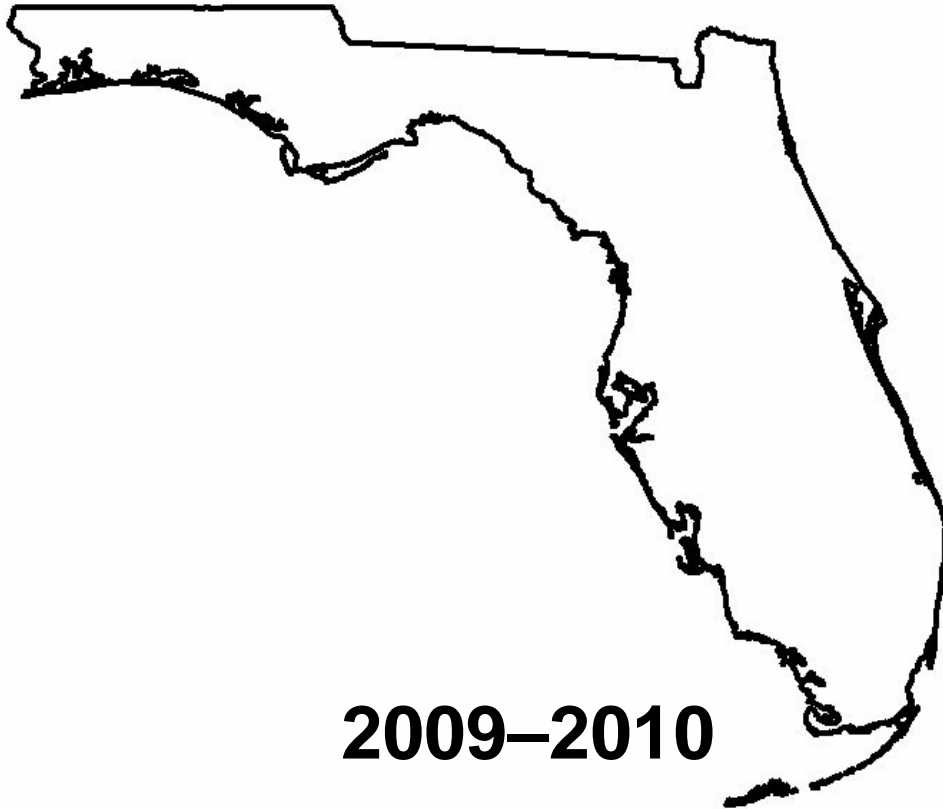
Educational



Quality Assurance Standards

Residential

Juvenile Justice Commitment Programs



2009–2010

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2009–2010

**Educational
Quality Assurance
Standards**

for

**Residential
Juvenile Justice
Commitment Programs**

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

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Table of Contents

Preface	v
Quality Assurance for Juvenile Justice Educational Programs	v
JJEPP Mission Statement	v
JJEPP Vision Statement	v
Introduction	1
History of the Educational QA Standards	2
Reference Points for Educational QA Standards	3
Quality Assurance Review Methods	4
QA Review Protocol	4
Self-Reporting	4
Exemplary Programs	5
QA Review Methods	5
QA Rating Guidelines	6
System Improvement Process	7
Corrective Action Process	7
Technical Assistance Criteria	9
DOE Assistance	10
Educational Standard One: Entry Transition	11
Indicator 1: Entry Transition Services	12
Indicator 2: Testing and Assessment	14
Indicator 3: Student Planning	16
Educational Standard Two: Service Delivery	19
Indicator 4: Academic Curriculum and Instruction	20
Indicator 5: Reading Curriculum and Instruction	22
Indicator 6: Employability/Career and Life Skills Curriculum and Instruction	24
Educational Standard Three: Exit Transition	27
Indicator 7: Exit Transition Services	28
Educational Standard Four: Contract Management	31
Indicator 8: School District Monitoring, Accountability, and Evaluation	32

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 and are mandated by *section 1003.52, Florida Statutes (F.S.)*. 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 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 JJEEP Web site at <http://www.criminologycenter.fsu.edu/jjeep>.

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 and research 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 (F.A.C.), 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. To fulfill these increasing research and QA factors, we are modifying a number of our previous practices.

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) (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 postsecondary 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, F.A.C., 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, F.A.C. (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 2009–2010 quality assurance (QA) reviews are based on self-reported information and a three-day (on average) on-site visit that includes a needs assessment designed to prepare educational programs for the 2010–2011 QA shift to a more student outcome-oriented review. 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 processes for providing 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.

During the 2009–2010 QA review cycle, several new methods and/or requirements will be piloted and all programs will be rated on a pass/fail basis. Exemplary status will not be assigned to programs during the 2009–2010 review cycle; however, programs that previously earned exemplary status will remain exemplary.

Reviewers conduct a formal exit meeting on the final day of the review to present findings, **preliminary** pass/fail ratings, and considerations from the needs assessment conducted to prepare the program for the 2010–2011 process and outcome-driven QA system.

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 electronically to the JJEPP offices by July 17, 2009 and submit an updated self-report in January 2010.

Failure to submit self-report information in a timely manner may negatively affect the QA rating 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, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, progress monitoring data, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, and age range of students), school names and numbers under which diplomas are reported, course offerings, class schedules, bell schedules, school calendars, curriculum information, fidelity checks, walk-through forms, and annual evaluations of the educational program.

For complete information on self-reporting requirements and timelines, visit the JJEPP Web site at <http://www.criminologycenter.fsu.edu/jjeep> 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.

Due to the pilot conducted during the 2009–2010 QA review cycle, programs will not be eligible to earn exemplary status. Programs that earned exemplary status in previous years will remain exemplary. Exemplary I and II programs (that had overall QA scores of 6.5 or higher) are now combined and referred to as exemplary programs.

All exemplary programs are required to submit all self-report information and participate in a telephone/Web-based review and needs assessment during the 2009–2010 QA cycle. Exemplary programs that fail to provide requested information confirming the maintenance of high quality educational services will receive an on-site pass/fail QA review during the 2009–10 review cycle. Exemplary programs will receive a full on-site QA review the year following a change in the educational provider.

During the subsequent second and third years, these programs will submit self-reports and receive abbreviated reviews of only required benchmarks.

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 the 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 reports can be accessed online at <http://www.criminologycenter.fsu.edu/jjeep/qa-educational-reports.php>.

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 JJEPP director review each QA report.

Indicators will not receive numerical ratings during the 2009–2010 QA review cycle. All benchmarks will be rated pass or fail.

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 director stating specific concerns. JJEPP and DOE staff, as necessary, will address these concerns, and the JJEPP director will notify the school district contract manager and the educational provider of the outcome. If the school district contract manager or educational provider is not satisfied with the outcome from JJEPP, they can contact DOE for further review of their concerns.

System Improvement Process

The purpose of the system improvement process is for the Juvenile Justice Educational Enhancement Program (JJEPP) staff to increase time for providing technical assistance (TA) to lower-performing programs to improve their educational services and student performance. To meet this goal, JJEPP 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 JJEPP's activities.

Evidenced-based practices at juvenile justice demonstration sites are identified on program profiles at <http://www.criminologycenter.fsu.edu/jjepp/tech-demonstration.php>.

Procedures to address deficiencies that do not require corrective action

The JJEPP reviewer will report deficiencies that may result in a failing benchmark rating 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 failing benchmark rating will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from the DOE.
- Programs should use 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 fail one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

- Failing three or more benchmarks in Standard 1: Entry Transition will result in failing the overall standard.
- Failing seven or more benchmarks in Standard 2: Service Delivery will result in failing the overall standard.
- Failing two or more benchmarks in Standard 3: Exit Transition will result in failing the overall standard.

School districts that fail Standard 4 for two or more consecutive years will receive a CAP.

- Failing two or more benchmarks in Standard 4: Contract Management will result in failing the overall standard.

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. JJEPP and DOE staff provide assistance as needed.

The school district is responsible for ensuring that CAPs are completed and returned to JJEPP 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 corrective action plan (CAP) by two weeks after the due date, the JJEEP 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 JJEEP director. This form must be submitted within six months of the date of the official notification letter from DOE.

Juvenile Justice Educational Enhancement Program (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.

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

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

Most technical assistance (TA) is provided during the on-site quality assurance (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 informing 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 TA, a JJEED reviewer may:

1. Be assigned to a new program
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 complete a written report
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. Programs that undergo an educational provider change will be given at least six months to prepare for their QA review.

Corrective Action Follow-up

A program that fails one or more of Standards 1, 2, or 3 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.

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 (F.A.C.), 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 and/or requirements for specific provider contracts.

Educational Standard One: Entry Transition

The transition standard is composed of three indicators that address entry 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: Entry Transition Services

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 appropriate opportunities for student progression and guidance that effectively prepare students for transition.

Indicator 2: Testing and Assessment

The expected outcome of this indicator is that entry assessments are administered to identify students' academic strengths/weaknesses and career interests to address students' individual needs.

Indicator 3: Student Planning

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.

Indicator 1: Entry 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 appropriate opportunities for student progression and guidance that effectively prepare students for transition.

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 re-entry educational goals, past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade appropriate and include reading, English/language arts, math, social studies, science, physical education [P.E.], and an approved career and education planning course offered year round, **as needed**, for student progression and high school graduation.)
- 1.2 Advising all students with regard to their individual
 - Abilities and aptitudes
 - Educational and occupational opportunities
 - Diploma options
 - Major areas of interest
 - Post-secondary opportunities
 - Educational status and progress

Benchmark 1.2 and the reading enrollment requirement are not applicable to students assigned to programs designated to 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 student educational files, records requests, MIS enrollment, course schedules, prior records, guidance notes, and other appropriate documentation

- Interview lead educator, teachers, transition specialist, registrar, guidance counselors, 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 verifications 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, entry/exit assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records.

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 accessible online 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.**

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, social studies, and the required career and education planning course in grades 7 or 8. (To obtain additional information regarding approved career and education planning courses and the 30 required career education competencies, access <http://www.fldoe.org/workforce/ced/pdf/CEplanningcoursecompetencies.pdf>.)

Section 1003.455, Florida Statutes indicates that students in kindergarten through grade 5 shall receive 150 minutes of physical education (P.E.) each week and that students in grades 6 through 8 should receive the equivalent of one class period per day of P.E. for one semester of each year. Programs should follow their school district policy detailing the expected outcomes of the P.E. program.

Beginning in the 2009–2010 school year, students in grades K–8 are eligible to waive the P.E. requirement if they meet any of the following criteria: the student is enrolled or required to enroll in a remedial course; the student's parent requests in writing to the school that the student enroll in another course offered by the school district; or the student participates in physical activities outside the school day that are equal to or in excess of the mandated requirement.

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 four credits in a major area of interest, beginning with 9th grade students enrolled in 2007.

All students should have access to comprehensive guidance 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.

Indicator 2: Testing and Assessment

Notes

Intent

The expected outcome of this indicator is that entry assessments are administered to identify students' academic strengths/weaknesses and career interests to address students' individual needs

Process Guidelines—The following requirements 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, writing/language arts, and mathematics to students within 10 school days of entry into the program to plan instruction
- 2.2 Career/technical aptitude assessments and/or career interest inventories to students within 10 school days of entry and using the results to enhance employability and career/technical instruction

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.

Benchmark 2.2 is not applicable to students assigned to programs designated to only serve students fewer than 40 calendar days.

QA Review Methods

- Review student educational files, assessments, 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

The Basic Achievement Skills Inventory (BASI) 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 it was recently administered and if the program's teachers determine that the scores are accurate. All academic assessments must be administered according to the test publishers' guidelines and in an appropriate testing environment by a trained administrator.

Programs that are designated to serve students fewer than 45 school days should not administer the BASI to the students.

Instructional personnel should have access to assessment results regarding students' needs, abilities, and aptitudes. If a student re-offends within 30 days of exit from the program, the student'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 exit assessments; 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.

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.

Programs should administer career assessments to students who have earned high school or General Educational Development (GED) diplomas.

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 Using entry assessment results, past records, and re-entry educational goals to develop age- and grade-appropriate individual academic plans (IAPs) for all non-exceptional student education (ESE) students that
 - Are used to guide instruction
 - 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 instructional objectives per goal
 - Identify remedial strategies
 - Include a schedule for determining progress
- 3.2 Reviewing students' progress toward achieving their IAP goals and objectives by an educational representative in treatment team or other formal meetings and revising IAPs when goals or short-term objectives are met
- 3.3 Convening individual educational plan (IEP) meetings and/or amending the plans to include measurable annual IEP goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs
- 3.4 Reviewing students' progress toward meeting their IEP goals and providing IEP progress reports to the parents as often as progress reports are sent home for all students

Benchmark 3.2 and the requirement for short-term objectives, remedial strategies, and a schedule for determining progress on students' IAPs are not applicable to students assigned to programs designated to only serve students fewer than 40 calendar days.

QA Review Methods

- Review entry assessment results, all academic and ESE plans, and other appropriate documentation
- Interview instructional, guidance, ESE, and transition staff, and students
- Observe treatment team meetings and IEP meetings, when possible

Clarification

Rule 6A-6.05281, F.A.C. requires that all Department of Juvenile Justice (DJJ) commitment, day treatment, or early delinquency intervention programs develop written individual academic plans (IAPs) that include all the components listed in Benchmark 3.1. Long-term goals focus on instruction over an extended period (length of stay at the program) and are specific, attainable, and measurable, based on entry assessment scores, past records, and post-placement goals. Career goals should relate to students' career interest and 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 should have career goals and must be provided structured activities, such as career exploration and career/technical instruction or online college courses that address their individual needs.

Students should participate in the development, the review, and the revision of the goals and objectives on any individualized plans or performance contracts. IAPs/individual educational plans (IEPs) may serve as progress monitoring plans if they address all of the required components.

Instructional personnel should use students' plans to guide instruction and track students' progress. IAPs for students performing at or above grade level must include appropriate goals and objectives but are not required to identify remedial strategies.

The students and an educational representative should participate in treatment team meetings; educational staff who cannot attend should submit written documentation of students' progress toward achieving their IAP goals. 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.

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

Students participating in exceptional student education (ESE) programs should be provided all corresponding services and documentation required by federal and state laws. The program must document solicitation of parent involvement and reasonable notification (10–14 days prior) of IEP meetings. The IEP 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 (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 parents if at least two notices were provided or if the parent responded to the first notice. The program must document the dates IEPs are mailed to parents who do not attend the meetings.

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

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. Short-term IEP objectives or benchmarks should be written for students working toward the general Florida Sunshine State Standards (FSSS), based on the local school district policies. Instructional personnel should have access to their students' IAPs/IEPs. The needs of English language learners (ELL) and students eligible under Section 504 may be addressed in their IAPs. IAPs that include the needs of ELL students must address entry, re-evaluation, and exit criteria.

Educational Standard Two: Service Delivery

The service delivery standard is composed of three indicators that address academic curriculum and instruction, reading, instructional delivery, employability/career curriculum and instruction, teacher qualifications and training, and educational support services, resources, and materials. 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 4: Academic Curriculum and Instruction

The expected outcome of this indicator is that students receive an education based on their assessed educational needs, functional abilities, or disabilities and progress toward obtaining high school diplomas or the equivalent. Qualified teachers who receive professional development throughout the year should provide instruction.

Indicator 5: 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. Qualified teachers who receive professional development throughout the year should provide instruction.

Indicator 6: Employability/Career and Life Skills Curriculum and Instruction

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. Qualified teachers who receive professional development throughout the year should provide instruction.

Indicator 4: Academic Curriculum and Instruction

Notes

Intent

The expected outcome of this indicator is that students receive an education based on their assessed educational needs, functional abilities, or disabilities and progress toward obtaining high school diplomas or the equivalent. Qualified teachers who receive professional development throughout the year should provide instruction.

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 quality academic curriculum and instruction by:

- 4.1 Individualizing instruction based on the course descriptions for the courses in which students are enrolled and the current Florida Sunshine State Standards (FSSS); using a variety of instructional strategies based on students’ individual assessment results and progression needs to engage students in classroom learning activities
- 4.2 Implementing students’ individual plans (IAPs, IEPs, LEPs, and Section 504 plans, etc.) as written
- 4.3 Hiring core academic teachers who have Florida professional or temporary teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 4.4 Ensuring that teachers participate in a beginning teacher program, as appropriate, and that all teachers receive professional development training throughout the year or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), and professional development plans
- 4.5 Providing adequate educational resources that include educational support staff, technology, and instructional materials
- 4.6 Ensuring that students receive a minimum of 300 minutes of daily instruction or the weekly equivalent

The educational component may be limited to tutorial activities and career employability skills for students assigned to programs designated to only serve students fewer than 40 calendar days.

QA Review Methods

- Review students’ educational files, academic plans, work folders, course schedules, curriculum, lesson plans, and documentation of teacher qualifications
- Interview educational teachers/staff, exceptional student education (ESE) personnel, and students
- Observe educational settings, activities, instruction, media resources and technology, and average class size.

Clarification

Courses and activities should be age appropriate and based on students' individual needs, academic plans, 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.

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.

English language learners (ELL), Section 504, and gifted students must be provided all of the services indicated on their plans. All educational and support services should be integrated and documented, including consultative services provided to the teachers of ESE students.

Instructional personnel are the persons who deliver instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. 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).

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.

Private providers 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 4.3 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.

Teachers should be provided the opportunity to attend professional development training throughout the year 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.

Depending on the type and the size of the program, education 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, paraprofessionals, 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 the student population. Leisure reading materials available should be aligned with school district policy.

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 school 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 do not transition students according to the bell schedule.

Indicator 5: 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. Qualified teachers who receive professional development throughout the year should provide instruction.

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 addresses students’ reading deficiencies via:

- 5.1 Explicit reading instruction that
 - Addresses the reading goals/objectives on students’ academic plans
 - Provides more than one class period of reading intervention for disfluent secondary level students
 - Includes curricula identified in the current school district comprehensive reading plan
 - Is guided by progress monitoring and diagnostic reading assessment results
- 5.2 Reading teachers who have Florida professional or temporary teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 5.3 Reading teachers who participate in a beginning teacher program, as appropriate, and receive professional development training throughout the year or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), and professional development plans
- 5.4 Adequate educational resources that include educational support staff, technology, and instructional materials

Programs that serve students fewer than 40 calendar days are only required to provide reading opportunities and literacy enrichment activities.

QA Review Methods

- Review the school district comprehensive reading plan, progress monitoring data, student educational files, assessment tests, students’ academic plans, educational personnel files, teaching certificates, statements of eligibility, training records, and other appropriate documentation
- Interview personnel responsible for assessments, the reading teacher, other appropriate personnel, and students
- Observe educational settings, activities, and instruction

Clarification

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

Progress monitoring and diagnostic reading assessment data should be used to guide instruction and modify students' reading goals and remedial strategies, as needed.

6A-6.054, F.A.C., *K-12 Student Reading Intervention Requirements* indicate that middle and high school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of intensive reading with another subject area class. The same teacher must teach this block of time; this teacher must have the reading endorsement or certification (Grades K-12) or must be working toward reading endorsement or certification and complete the equivalent of two competencies or two college courses per year toward reading endorsement or certification.

Instructional personnel are the persons who deliver instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. 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).

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

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.

Private providers 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 5.2 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.

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.

Depending on the type and the size of the program, education 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, paraprofessionals, 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 the student population. Leisure reading materials available should be aligned with school district policy.

Indicator 6: Employability/Career and Life Skills 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 post release. Qualified teachers who receive professional development throughout the year should provide instruction.

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 curricular activities via:

- 6.1 Post-secondary, employability, social, and life skills instruction, career exploration, and/or hands-on technical training for students who have high school diplomas or the equivalent
- 6.2 Career exploration opportunities and resources that address the required career competencies in middle school career instruction
- 6.3 Teachers who have teaching certification or documented approval to teach, according to the school board policy for use of noncertified instructional personnel based on documented expert knowledge/skill
- 6.4 Teachers who participate in a beginning teacher program, as appropriate, and attend professional development training throughout the year or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), professional development plans, and/or annual teacher evaluations
- 6.5 Adequate educational resources and support staff, technology, and instructional materials
- 6.6 Employability, social, and life skills courses offered for credit or curricula that are integrated into other courses that are based on state and school board standards; instruction that follows the course descriptions; and individualized course work based on students’ career interests
- 6.7 A broad scope of career exploration and prerequisite skill training based on students’ interests and/or aptitudes in career courses offered for credit or via activities that are integrated into other courses for *Type 2 Programs*
- 6.8 Appropriate access to hands-on career/technical competencies and prerequisite training required for entry into a specific occupation in career courses offered for credit or activities that are integrated into other courses for *Type 3 Programs*

QA Review Methods

- Review students’ work folders, course schedules, curriculum, lesson plans; teachers’ personnel files; and professional development training records
- Interview the educational staff, the teachers, and the students
- Observe educational settings, classroom activities, and instruction

Clarification

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 enroll in community college courses via an articulation agreement. Programs may offer students the opportunity to earn career readiness certification via Florida Ready to Work, which is an innovative, workforce education and economic development program. This federally funded program provides students/jobseekers with a standard credential that certifies their workplace readiness and ability to succeed on the job. For additional information, call (866) 429-2334 or e-mail ReadytoWork@fldoe.org.

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 is enhanced via the online Florida Academic Counseling and Tracking for Students (FACTS) advising system via <http://FACTS.org> and completion of electronic Personalized Education Plans (ePEPs).

Instructional personnel are the persons who deliver instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. The *No Child Left Behind Act* (NCLB) establishes specific requirements for "highly qualified teachers" (HQT) in the core academic areas

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

All instructional personnel (including noncertified personnel) should have the opportunity to participate in school district professional development training throughout the year. Professional development should qualify for certification renewal points.

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. Access programs by career education type at http://www.djj.state.fl.us/Education/education_status.html.

Type 1 programs—Career curriculum and activities may be offered as specific courses or integrated into one or more core courses offered for credit. These should address 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. Age-appropriate courses should include but not be limited to employability skills for youth; personal, career, and school development (PCSD); peer counseling; life management skills; and 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 Benchmark 6.7. Exploring and gaining knowledge of a wide variety of occupational options and related skills; instruction should be 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 the Benchmark 6.8, 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, based on their ages and behavior.) Students in Type 3 programs should have the opportunity to earn occupational completion points (OCPs) that can be used to document completion of career/technical education.

Educational Standard Three: Exit Transition

The exit transition standard is composed of a single indicator that is designed to ensure that juvenile justice educational programs provide appropriate exit transition services to prepare students for successful transition.

Indicator 7: Exit Transition Services

The expected outcome of this indicator is that transition-planning activities are designed and implemented to facilitate students' transition from juvenile justice programs to the community setting, which may include schools, employment, and family reintegration.

Indicator 7: Exit Transition Services

Notes

Intent

The expected outcome of this indicator is that transition planning activities are designed and implemented to facilitate students' transition from juvenile justice programs to their communities; these may include school, 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 exit transition activities that include:

- 7.1 Administering the Basic Achievement Skills Inventory (BASI) for reading, writing/language arts, and mathematics to **all exiting students who have been in the program for 45 or more school days** and documenting transmittal of entry/exit BASI standard scores and growth scale values to the school district for management information system (MIS) reporting or the direct input of the scores into the MIS
- 7.2 Developing (for 8th graders) and/or reviewing (for 9th graders) electronic Personalized Education Plans (ePEPs) based on students' re-entry educational and career goals via the online Florida Academic Counseling and Tracking for Students (FACTS) system at <http://FACTS.org>
- 7.3 Developing exit transition plans that include students' desired diploma options, anticipated next educational placements, post-release educational plans, aftercare providers, job or career/technical training plans, and parties responsible for implementing the plans
- 7.4 Notifying the transition contacts in the receiving school districts at least one week prior to students' scheduled release from the program and documenting transmittal of students' educational exit packets to the transition contacts in the receiving school districts **prior** to their exit (Exit packets shall include, at a minimum, cumulative transcripts 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.)

QA Review Methods

- Review all self-report information, educational exit transition plans and exit packets, documented transmittal of records (e.g., fax or mail receipts), ePEPs, and other appropriate documentation
- Interview instructional, guidance, and transition personnel, other appropriate personnel, and students
- Observe students' exit staffings, when possible

Clarification

The Basic Achievement Skills Inventory (BASI) should be administered to all students exiting the program after 45 or more school days, except those who earn a diploma while at the program. Students in long-term (more than one year) commitment programs should be administered a BASI annually, 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 BASI to the student.

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

The students, their teachers, the guidance counselors/academic advisors, and the parents (if possible) must sign the electronic Personalized Education Plans (ePEPs). The plans should become a portfolio of information that students review and update each year, as necessary, with their guidance counselor. *Section 1003.4156, F.S.*, requires every middle school student to complete an ePEP on FACTS.org to be promoted to high school; however, if promotion to the 9th grade is not the student's goal, then an ePEP is not required.

The student, a parent/guardian, and an educational representative should participate in all transition meetings and exit plan development in person or via telephone or e-mail. Parties responsible for implementing the plans may include the students' parents/guardians, juvenile probation officers (JPOs), aftercare/conditional release counselors, zoned school personnel, and/or mentors.

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

Transition services for students who have not completed school should include contacting the school district transition contacts to identify students' appropriate next educational placements. Information provided to the transition contacts should include the students' names, birthdates, sending programs, expected release dates, and contact information.

Determination of students' next educational placements should be coordinated by the receiving school district transition contacts and follow the school district protocol for students transitioning from a juvenile justice or prevention program. If the transition contacts inform the sending schools of students' next educational placements prior to their departure from the program, efforts should be made to contact the representatives of the receiving schools to ensure the students' successful transition.

Students' withdrawal grades should be averaged into their current semester grades from the program, and one-half credits earned should be awarded. (See *section 1003.436, F.S.*) Cumulative transcripts must be requested after students' exit meetings 14 days prior to their exit and transmitted to the transition contacts prior to students' exit.

The program should forward students' educational records to the transition contacts, the parents, and the re-entry counselors, as appropriate. Programs may send school district withdrawal forms, additional credits earned, and final grades to the transition contacts the day after students exit if this information is not available prior to exit. Students' educational records should be transmitted without waiting for a request for the records. School district transition contacts information is provided at <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>.

Documentation of transmittal of all the required information might include management information system (MIS) screens, certified mail receipts, fax transmittal verifications, e-mails, and/or signatures of receipt. Academic history screens are allowable if they contain all of the information on the cumulative transcripts. Handwritten credits or verbal assurances of grade promotions are not acceptable.

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 school district transition contacts at <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>. Each school district is responsible for updating its transition contact information.

Educational Standard Four: Contract Management

The contract management standard consists of a single indicator that addresses the roles and responsibilities of school districts to provide oversight of the juvenile justice educational programs in their counties.

Indicator 8: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists the program in providing high quality educational services and accurately reporting student and staff data for accountability and evaluation purposes.

Indicator 8: School District Monitoring, Accountability, and Evaluation

Notes

Intent

The expected outcome of this indicator is that the school district monitors and assists the program in providing high quality educational services and accurately reporting 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 the program:

- 8.1 Submits its electronic bi-annual self-reports and required documents in a timely manner
- 8.2 Accurately reports all student data under the program’s individual school number, including grades, total credits earned, student progression, entry and withdrawal dates, withdrawal codes, entry/exit Basic Achievement Skills Inventory (BASI) growth scale values and standard scores, attendance, reading progress monitoring scores, and diplomas earned in the school district management information system (MIS) **(Reading progress monitoring scores may be reported in the Progress Monitoring and Reporting Network [PMRN] or the MIS.)**
- 8.3 Participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data
- 8.4 Receives appropriate oversight and assistance by the contract manager that includes conducting and documenting annual evaluations of the educational program, monitoring implementation of the school district comprehensive reading plan, and ensuring that the terms of the cooperative agreement with the Department of Juvenile Justice (DJJ) and the contract with the private educational provider (if applicable) are followed

QA Review Methods

- Review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, PMRN 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

School district and program personnel should collaboratively develop the program’s bi-annual self-reports and review the contents for accuracy prior to electronic 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 student 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 exiting 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 outcome.

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 2008–2009 enrollment 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 evaluations 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 will monitor the reading program, and the contract manager should ensure that support services identified in the plan are provided to the program. 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 the Automated Student Database 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.

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 inform the JJEEP offices within 30 days of notification that a new DJJ program will be placed in their school districts and/or when they become aware that a program in their school 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. An accounting of the expenditures identified in *State Board Rule 6A-6.052, Florida Administrative Code (F.A.C.)*, shall be required by the local school board if school districts contract with private providers for the educational services.



FLORIDA DEPARTMENT OF EDUCATION

Dr. Eric J. Smith, Commissioner

310208

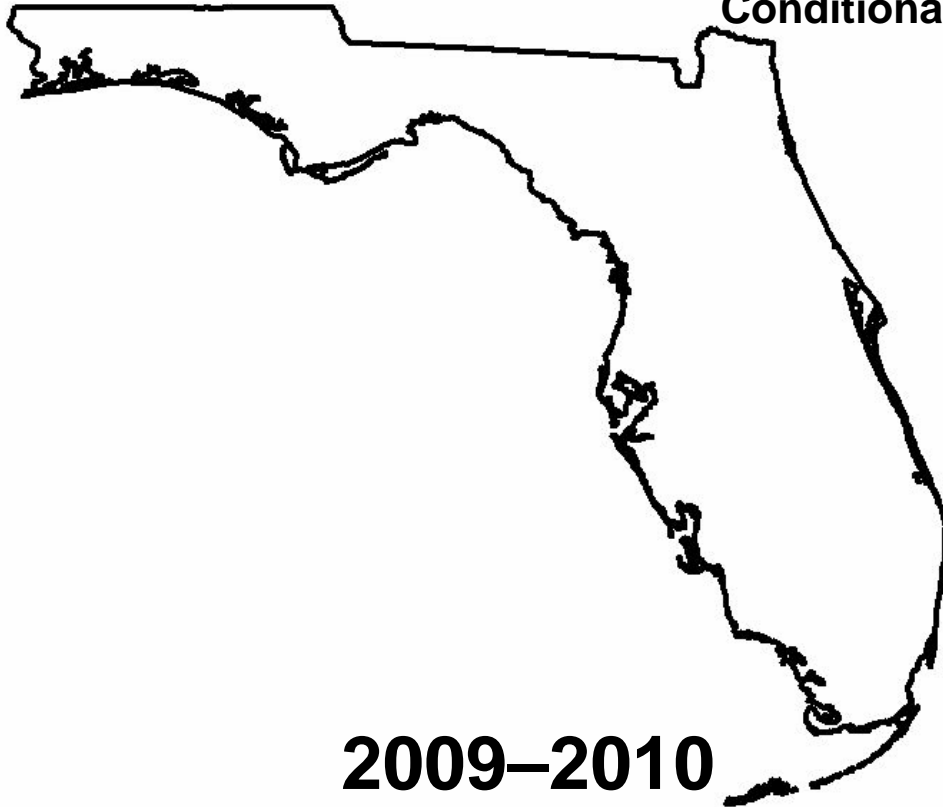
Educational



Quality Assurance Standards

Day Treatment Programs

Juvenile Justice Prevention, Intensive Probation, and
Conditional Release



Bureau of Exceptional Education and Student Services • Division of Public Schools
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2009–2010

**Educational
Quality Assurance
Standards**

for

**Day Treatment Programs
Juvenile Justice Prevention
Intensive Probation
Conditional Release**

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Table of Contents

Preface v
 Quality Assurance for Juvenile Justice Educational Programs v
 JJEPP Mission Statement v
 JJEPP Vision Statement v

Introduction 1
 History of the Educational QA Standards 2
 Reference Points for Educational QA Standards 3

Quality Assurance Review Methods 4
 QA Review Protocol 4
 Self-Reporting 4
 Exemplary Programs 5
 QA Review Methods 5
 QA Rating Guidelines 6

System Improvement Process 7
 Corrective Action Process 7
 Technical Assistance Criteria 9

DOE Assistance 10

Educational Standard One: Entry Transition 11
 Indicator 1: Entry Transition Services 12
 Indicator 2: Testing and Assessment 14
 Indicator 3: Student Planning and Attendance 16

Educational Standard Two: Service Delivery 19
 Indicator 4: Academic Curriculum and Instruction 20
 Indicator 5: Reading Curriculum and Instruction 22
 Indicator 6: Employability/Career and Life Skills Curriculum and Instruction 24

Educational Standard Three: Exit Transition 27
 Indicator 7: Exit Transition Services 28

Educational Standard Four: Contract Management 31
 Indicator 8: School District Monitoring, Accountability, and Evaluation 32

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 and are mandated by *section 1003.52, Florida Statutes (F.S.)*. 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 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 JJEED Web site at <http://www.criminologycenter.fsu.edu/jjeed>.

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 and research 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 (F.A.C.), 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. To fulfill these increasing research and QA factors, we are modifying a number of our previous practices.

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) (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 postsecondary 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, F.A.C., 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, F.A.C. (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 2009–2010 quality assurance (QA) reviews are based on self-reported information and a three-day (on average) on-site visit that includes a needs assessment designed to prepare educational programs for the 2010–2011 QA shift to a more student outcome-oriented review. 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 processes for providing 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.

During the 2009–2010 QA review cycle, several new methods and/or requirements will be piloted and all programs will be rated on a pass/fail basis. Exemplary status will not be assigned to programs during the 2009–2010 review cycle; however, programs that previously earned exemplary status will remain exemplary.

Reviewers conduct a formal exit meeting on the final day of the review to present findings, **preliminary** pass/fail ratings, and considerations from the needs assessment conducted to prepare the program for the 2010–2011 process and outcome-driven QA system.

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 electronically to the JJEPP offices by July 17, 2009 and submit an updated self-report in January 2010.

Failure to submit self-report information in a timely manner may negatively affect the QA rating 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, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, progress monitoring data, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, and age range of students), school names and numbers under which diplomas are reported, course offerings, class schedules, bell schedules, school calendars, curriculum information, fidelity checks, walk-through forms, and annual evaluations of the educational program.

For complete information on self-reporting requirements and timelines, visit the JJEPP Web site at <http://www.criminologycenter.fsu.edu/jjeep> 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.

Due to the pilot conducted during the 2009–2010 QA review cycle, programs will not be eligible to earn exemplary status. Programs that earned exemplary status in previous years will remain exemplary. Exemplary I and II programs (that had overall QA scores of 6.5 or higher) are now combined and referred to as exemplary programs.

All exemplary programs are required to submit all self-report information and participate in a telephone/Web-based review and needs assessment during the 2009–2010 QA cycle. Exemplary programs that fail to provide requested information confirming the maintenance of high quality educational services will receive an on-site pass/fail QA review during the 2009–2010 review cycle. Exemplary programs will receive a full on-site QA review the year following a change in the educational provider.

During the subsequent second and third years, these programs will submit self-reports and receive abbreviated reviews of only required benchmarks.

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 the 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 reports can be accessed online at <http://www.criminologycenter.fsu.edu/jjeep/qa-educational-reports.php>.

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 JJEPP director review each QA report.

Indicators will not receive numerical ratings during the 2009–2010 QA review cycle. All benchmarks will be rated pass or fail.

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 director stating specific concerns. JJEPP and DOE staff, as necessary, will address these concerns, and the JJEPP director will notify the school district contract manager and the educational provider of the outcome. If the school district contract manager or educational provider is not satisfied with the outcome from JJEPP, they can contact DOE for further review of their concerns.

System Improvement Process

The purpose of the system improvement process is for the Juvenile Justice Educational Enhancement Program (JJEED) staff to increase time for providing 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.

Evidence-based practices at juvenile justice demonstration sites are identified on program profiles at <http://www.criminologycenter.fsu.edu/jjeed/tech-demonstration.php>.

Procedures to address deficiencies that do not require corrective action

The JJEED reviewer will report deficiencies that may result in a failing benchmark rating 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 failing benchmark rating will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from the DOE.
- Programs should use 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 fail one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

- Failing three or more benchmarks in Standard 1: Entry Transition will result in failing the overall standard.
- Failing seven or more benchmarks in Standard 2: Service Delivery will result in failing the overall standard.
- Failing two or more benchmarks in Standard 3: Exit Transition will result in failing the overall standard.

School districts that fail Standard 4 for two or more consecutive years will receive a CAP.

- Failing two or more benchmarks in Standard 4: Contract Management will result in failing the overall standard.

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 corrective action plan (CAP) by two weeks after the due date, the JJEEP director sends a letter informing the lead educator, the contract manager, the school district superintendent, and the Department of Education (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 JJEEP director. This form must be submitted within six months of the date of the official CAP notification letter from DOE.

Juvenile Justice Educational Enhancement Program (JJEEP) staff conduct a final follow-up of corrective action plan (CAP) implementation during the following year’s 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

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

Most technical assistance (TA) is provided during the on-site quality assurance (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 informing 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 TA, a JJEED reviewer may:

5. Be assigned to a new program
6. Complete a TA request form and contact program and school district personnel to determine program needs and to plan the on-site visit
7. Conduct initial TA and a mock QA review and complete a written report
8. 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. Programs that undergo an educational provider change will be given at least six months to prepare for their QA review.

Corrective Action Follow-up

A program that fails one or more of Standards 1, 2, or 3 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.

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 (F.A.C.), 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 and/or requirements for specific provider contracts.

Educational Standard One: Entry Transition

The transition standard is composed of three indicators that address entry 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: Entry Transition Services

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 appropriate opportunities for student progression and guidance that effectively prepare students for transition.

Indicator 2: Testing and Assessment

The expected outcome of this indicator is that entry assessments are administered to identify students' academic strengths/weaknesses and career interests to address students' individual needs.

Indicator 3: Student Planning and Attendance

The expected outcome of this indicator is that planning is designed to maximize students' academic achievement and success and encourage regular school attendance to better prepare students for transition.

Indicator 1: Entry 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 appropriate opportunities for student progression and guidance that effectively prepare students for transition.

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 re-entry educational goals, past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include reading, English/language arts, math, social studies, science, physical education [P.E.], and an approved career and education planning course offered year round, **as needed**, for student progression and high school graduation.)
- 1.2 Advising all students with regard to their individual
 - Abilities and aptitudes
 - Educational and occupational opportunities
 - Diploma options
 - Major areas of interest
 - Post-secondary opportunities
 - Educational status and progress
 - Next educational placement

QA Review Methods

- Review all self-report information
- Review student educational files, records requests, MIS enrollment, course schedules, prior records, guidance notes, and other appropriate documentation

- Interview lead educator, teachers, transition specialist, registrar, guidance counselors, 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 verifications 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, entry/exit assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records.

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.**

Programs must provide courses for credit and/or student progression leading toward high school graduation throughout the 250-day school year, including summer school. Day treatment programs are allowed 230 instructional days with 20 instructional planning days.

Middle school students must be enrolled in language arts, math, science, social studies, and the required career- and education-planning course in grades 7 or 8. (To obtain additional information regarding approved career and education planning courses and the 30 required career education competencies, access <http://www.fldoe.org/workforce/ced/pdf/CEplanningcoursecompetencies.pdf>.)

Section 1003.455, Florida Statutes, indicates that students in kindergarten through grade 5 shall receive 150 minutes of physical education (P.E.) each week and that students in grades 6 through 8 should receive the equivalent of one class period per day of P.E. for one semester of each year. Programs should follow their school district policy detailing the expected outcomes of the P.E. program.

Beginning in the 2009–2010 school year, students in grades K–8 are eligible to waive the P.E. requirement if they meet any of the following criteria: the student is enrolled or required to enroll in a remedial course; the student's parent requests in writing to the school that the student enroll in another course offered by the school district; or the student participates in physical activities outside the school day that are equal to or in excess of the mandated requirement.

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 four credits in a major area of interest, beginning with 9th grade students enrolled in 2007.

All students should have access to comprehensive guidance 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.

Indicator 2: Testing and Assessment

Notes

Intent

The expected outcome of this indicator is that entry assessments are administered to identify students' academic strengths/weaknesses and career interests to address students' individual needs.

Process Guidelines—The following requirements 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, writing/language arts, and mathematics to students within 10 school days of entry into the program to plan instruction
- 2.2 Career/technical aptitude assessments and/or career interest inventories to students within 10 school days of entry and using the results to enhance employability and career/technical instruction

QA Review Methods

- Review student educational files, assessments, 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

The Basic Achievement Skills Inventory (BASI) 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 it was recently administered and if the program's teachers determine that the scores are accurate. All academic assessments must be administered according to the test publishers' guidelines and in an appropriate testing environment by a trained administrator.

Instructional personnel should have access to assessment results regarding students' needs, abilities, and aptitudes. If a student re-offends within 30 days of exit from the program, the student'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 exit assessments; 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.

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.

Programs should administer career assessments to students who have earned high school or General Educational Development (GED) diplomas.

Indicator 3: Student Planning and Attendance

Notes

Intent

The expected outcome of this indicator is that planning is designed to maximize students' academic achievement and success and encourage regular school attendance to better prepare students for transition.

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 Using entry assessment results, past records, and re-entry educational goals to develop age- and grade-appropriate individual academic plans (IAPs) for all non-exceptional student education (ESE) students that
 - Are used to guide instruction
 - 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 instructional objectives per goal
 - Identify remedial strategies
 - Include a schedule for determining progress
- 3.2 Reviewing students' progress toward achieving their IAP goals and objectives by an educational representative in treatment team or other formal meetings and revising IAPs when goals or short-term objectives are met
- 3.3 Convening individual educational plan (IEP) meetings and/or amending the plans, as needed, to include measurable annual IEP goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs
- 3.4 Reviewing students' progress toward meeting their IEP goals and providing IEP progress reports to the parents as often as progress reports are sent home for all students
- 3.5 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
- 3.6 Documenting effective efforts to maintain student attendance and implementing a plan of action for nonattending students

QA Review Methods

- Review entry assessment results, all academic and ESE plans, and other appropriate documentation
- Interview instructional, guidance, ESE, and transition staff and students
- Observe treatment team meetings and IEP meetings, when possible

Clarification

Rule 6A-6.05281, F.A.C., requires that all Department of Juvenile Justice (DJJ) commitment, day treatment, or early delinquency intervention programs develop written individual academic plans (IAPs) that include all the components listed in Benchmark 3.1. Long-term goals focus on instruction over an extended (length of stay at the program) and are specific, attainable, and measurable, based on entry assessment scores, past records, and post-placement goals. Career goals should relate to students' career interests and 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 high school diplomas or the equivalent are not required to have IAPs but should have written career goals and must be provided structured activities (i.e., career exploration, career/technical instruction, or online college course work) that address their individual needs.

Students should participate in the development, the review, and the revision of their IAP goals and objectives. IAPs/IEPs may serve as progress monitoring plans if they address all of the required components. Instructional personnel should use students' plans to guide instruction and track students' progress. IAPs for students performing at or above grade level must include appropriate goals and objectives but are not required to identify remedial strategies.

The students and an educational representative should participate in treatment team meetings; educational staff who cannot attend should submit written documentation of students' progress toward achieving their IAP goals. 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. Access <http://www.criminologycenter.fsu.edu/jjeep/pdf/2005%20Transition%20guidebook.pdf> for additional information and sample IAPs in the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs*.

The program must provide exceptional student education (ESE) students with all corresponding services and documentation required by federal and state laws, including solicitation of parent involvement and reasonable notification (10–14 days prior) of individual educational plan (IEP) meetings. The IEP team must include the parents, the local education agency (LEA) representative, the student's ESE teacher, a general education teacher who teaches the student, the 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 parents if at least two notices were provided or if the parent responded to the first notice. The program must document the dates IEPs are mailed to parents who do not attend the meetings.

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 educational plan (EP) team decision. The parent must be provided prior written notice of a proposed change in services before the change occurs, and the IEP must be revised, as appropriate.

IEPs for special education students should be individualized and include all information required by federal and state laws and address the student's academic, behavioral, and/or functional goals and objectives as appropriate. Short-term IEP objectives or benchmarks should be written for students working toward the general Florida Sunshine State Standards (FSSS), based on the local school district policies. Instructional personnel should have access to their students' IAPs/IEPs. The needs of English language learners (ELL) and students eligible under Section 504 may be addressed in their IAPs. IAPs that include the needs of ELL students must address entry, re-evaluation, and exit criteria.

Programs should follow the school district policy for allowing students who have excused and unexcused absences to make up work.

Educational Standard Two: Service Delivery

The service delivery standard is composed of three indicators that address academic curriculum and instruction, reading, instructional delivery, employability and career curriculum and instruction, teacher qualifications and training, and educational support services, resources, and materials. 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 4: Academic Curriculum and Instruction

The expected outcome of this indicator is that students receive an education based on their assessed educational needs, functional abilities, or disabilities and progress toward obtaining high school diplomas or the equivalent. Qualified teachers who receive professional development throughout the year should provide instruction.

Indicator 5: 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. Qualified teachers who receive professional development throughout the year should provide instruction.

Indicator 6: Employability/Career and Life Skills Curriculum and Instruction

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. Qualified teachers who receive professional development throughout the year should provide instruction.

Indicator 4: Academic Curriculum and Instruction

Notes

Intent

The expected outcome of this indicator is that students receive an education based on their assessed educational needs, functional abilities, or disabilities and progress toward obtaining high school diplomas or the equivalent. Qualified teachers who receive professional development throughout the year should prove instruction.

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 quality academic curriculum and instruction by:

- 4.1 Individualizing instruction based on the course descriptions for the courses in which students are enrolled and the current Florida Sunshine State Standards (FSSS) and using a variety of instructional strategies based on students’ individual assessment results and progression needs to engage students in classroom learning activities
- 4.2 Implementing students’ individual plans (IAPs, IEPs, LEPs, and Section 504 plans, etc.) as written
- 4.3 Hiring core academic teachers who have Florida professional or temporary teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 4.4 Ensuring teachers participate in a beginning teacher program, as appropriate, and receive professional development throughout the year or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), and professional development plans
- 4.5 Providing adequate educational resources that include educational support staff, technology, and instructional materials
- 4.6 Ensuring that students receive a minimum of 300 minutes of daily instruction or the weekly equivalent

QA Review Methods

- Review students’ educational files, academic plans, work folders, course schedules, curriculum, lesson plans, and documentation of teacher qualifications
- Interview educational teachers/staff, exceptional student education (ESE) personnel, and students
- Observe educational settings, activities, instruction, media resources and technology, and average class size

Clarification

Courses and activities should be age appropriate and based on students' individual needs, academic plans, 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.

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.

English language learners (ELL), Section 504, and gifted students must be provided all of the services indicated on their plans. All educational and support services should be integrated and documented, including consultative services provided to the teachers of ESE students.

Instructional personnel are the persons who deliver instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. 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).

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.

Private providers 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 4.3 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.

Teachers should be provided the opportunity to attend professional development training throughout the year 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.

Depending on the type and the size of the program, education 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, paraprofessionals, 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 the student population. Leisure reading materials available should be aligned with school district policy.

Day treatment programs must provide a minimum of 230 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 school 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 do not transition students according to the bell schedule.

Community involvement activities should be integrated into the educational program's curriculum.

Indicator 5: 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. Qualified teachers who receive professional development throughout the year should provide instruction.

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 addresses students’ reading deficiencies via:

- 5.1 Explicit reading instruction that
 - Addresses the reading goals and objectives on students’ academic plans
 - Includes more than one class period of reading intervention for disfluent secondary level students
 - Uses the curricula identified in the current school district comprehensive reading plan
 - Is guided by progress monitoring and diagnostic assessment results
- 5.2 Reading teachers who have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 5.3 Reading teachers who participate in a beginning teacher program, as appropriate and receive professional development throughout the year or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), and professional development plans
- 5.4 Adequate educational resources that include educational support staff, technology, and instructional materials

QA Review Methods

- Review the school district comprehensive reading plan, progress monitoring data, student educational files, assessment tests, students’ academic plans, educational personnel files, teaching certificates, statements of eligibility, training records, and other appropriate documentation
- Interview personnel responsible for assessments, the reading teacher, other appropriate personnel, and students
- Observe educational settings, activities, and instruction

Clarification

The program's reading curricula should follow the current school district comprehensive reading plan approved by Just Read, Florida!, be age- and grade-appropriate, address the five areas of reading, and have evidence that it is effective with at-risk populations. Curriculum placement testing and explicit reading instruction via a variety of strategies must be provided, as required in the school district comprehensive reading plan. Progress monitoring and diagnostic reading assessment data should be used to guide instruction and modify students' reading goals and remedial strategies, as needed.

6A-6.054, F.A.C., K–12 Student Reading Intervention Requirements indicate that middle and high school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of intensive reading with another subject area class. The same teacher must teach this block of time; this teacher must have the reading endorsement or certification in reading (Grades K–12). These teachers may be working toward reading endorsement or certification and must complete the equivalent of two competencies or two college courses per year toward reading endorsement or certification.

Instructional personnel are the persons who deliver 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).

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 completion of the reading endorsement requirements, or documentation of completion of at least two reading competencies for every year of teaching reading at the current program. New reading teachers should document enrollment in course work leading toward reading endorsement or reading certification.

Private providers 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 5.2 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. Postsecondary instructors of dual enrollment students are not required to have K–12 teaching certifications. 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.

Teachers should be provided the opportunity to attend professional development training throughout the year 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.

Depending on the type and the size of the program, education 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, paraprofessionals, 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 the student population. Leisure reading materials available should be aligned with school district policy.

Indicator 6: Employability/Career and Life Skills 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 post release. Qualified teachers who receive professional development throughout the year should provide instruction.

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 curricular activities via:

- 6.1 Career exploration opportunities and resources that address the required career competencies in middle school career instruction
- 6.2 Teachers who have teaching certification or documented approval to teach, according to the school board policy for use of noncertified instructional personnel based on documented expert knowledge/skill
- 6.3 Teachers who participate in a beginning teacher program, as appropriate, and receive professional development throughout the year or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), and professional development plans
- 6.4 Adequate educational resources and support staff, technology, and instructional materials
- 6.5 Employability, social, and life skills courses offered for credit or curricula that are integrated into other courses that are based on state and school board standards; instruction that follows the course descriptions; and individualized course work based on students’ career interests
- 6.6 A broad scope of career exploration and prerequisite skill training based on students’ interests and/or aptitudes

QA Review Methods

- Review students’ work folders, course schedules, curriculum, lesson plans; teachers’ personnel files; and professional development training records
- Interview the educational staff, the teachers, and the students
- Observe educational settings, classroom activities, and instruction

Clarification

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 <http://FACTS.org>; and completion of an electronic Personal Education Plan (ePEP).

Instructional personnel are the persons who deliver instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. 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.

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

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.

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 the opportunity to participate in school district professional development training throughout the year. Professional development should qualify for certification renewal points.

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; peer counseling; life management skills; physical education; health; and fine arts courses.

Elementary-age students are not required to participate in employability skills or hands-on career/technical instruction. They should, however, participate in career awareness activities.

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. Online courses can be found at <http://Floridaworks.org>.

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.

Educational Standard Three: Exit Transition

The exit transition standard is composed of a single indicator that is designed to ensure that day treatment programs provide students appropriate exit transition services to prepare them for successful transition.

Indicator 7: Exit Transition Services

The expected outcome of this indicator is that transition-planning activities are designed and implemented to facilitate students' transition from day treatment programs to schools and employment.

Indicator 7: Exit Transition Services

Notes

Intent

The expected outcome of this indicator is that transition planning activities are designed and implemented to facilitate students' transition from day treatment programs to schools 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 exit transition activities that include:

- 7.1 Administering the Basic Achievement Skills Inventory (BASI) for reading, writing/language arts, and mathematics to **all exiting students who have been in the program for 45 or more school days** and documenting transmittal of entry/exit BASI standard scores and growth scale values to the school district for management information system (MIS) reporting or the direct input of the scores into the MIS
- 7.2 Developing (for 8th graders) and/or reviewing (for 9th graders) electronic Personalized Education Plans (ePEPs) based on students' re-entry educational and career goals via the online Florida Academic Counseling and Tracking for Students (FACTS) system at <http://FACTS.org>
- 7.3 Developing exit transition plans that include students' desired diploma options, anticipated next educational placements, post-release educational plans, job or career/technical training plans, and parties responsible for implementing the plans
- 7.4 Notifying the student's next educational placement or the receiving school district's transition contact at least one week prior to student's scheduled release from the program and documenting transmittal of student's educational exit packets to the next educational placement or the transition contacts in the receiving school districts **prior** to their 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.)
 - In-county students' current transcripts should be accessible via the MIS; 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, educational exit transition plans and exit packets, documented transmittal of records (e.g., fax or mail receipts), ePEPs, and other appropriate documentation
- Interview instructional, guidance, and transition personnel, other appropriate personnel, and students
- Observe students' exit staffings, when possible

Clarification

The BASI should be administered to all students exiting the program after 45 or more school days, except those who earn a diploma while at the program. Students in long-term (more than one year) commitment programs should be administered a BASI annually, 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 BASI to the student.

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

The students, their teachers, the guidance counselors/academic advisors, and the parents (if possible) must sign the electronic Personalized Education Plans (ePEPs). The plans should become a portfolio of information that students review and update each year, as necessary, with their guidance counselor. *Section 1003.4156, F.S.*, requires every middle school student to complete an ePEP on <http://FACTS.org> to be promoted to high school; however, if promotion to the 9th grade is not the student's goal, then an ePEP is not required.

The student, a parent/guardian, and an educational representative should participate in all transition meetings and exit plan development in person or via telephone or e-mail. Parties responsible for implementing the plans may include the students' parents/guardians, juvenile probation officers (JPOs), aftercare/conditional release counselors, zoned school personnel, and/or mentors.

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. Information provided to the transition contacts should include the students' names, birthdates, sending programs, expected release dates, and contact information.

Students' withdrawal grades should be averaged into their current semester grades from the program, and one-half credits earned should be awarded as appropriate. (See *section 1003.436, F.S.*) Cumulative transcripts must be requested after students' exit meetings 14 days prior to their exit and must be accessible in the management information system (MIS) for in-county students or transmitted to the transition contacts in the receiving school district for out-of-county students prior to exit.

The program should forward students' educational records to the next educational placement or the transition contact in the receiving school district. Programs may send school district withdrawal forms, additional credits earned, and final grades to the next educational placement or the transition contacts the day after students' exit if this information is not available prior to exit. Students' educational records should be transmitted without waiting for a request for the records. School district transition contacts information is provided at <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>.

Documentation of transmittal of all the required information might include MIS screens, certified mail receipts, fax transmittal verifications, e-mails, and/or signatures of receipt. Academic history screens are allowable if they contain all of the information on the cumulative transcripts. Handwritten credits or verbal assurances of grade promotions are not acceptable.

Unanticipated transfers and/or truancy 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 school district transition contacts at <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php>. Each school district is responsible for updating its transition contact information.

Educational Standard Four: Contract Management

The contract management standard consists of a single indicator that addresses the roles and responsibilities of school districts who serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 8: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Indicator 8: School District Monitoring, Accountability and Evaluation

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 the program:

- 8.1 Submits its electronic bi-annual self-reports and required documents in a timely manner
- 8.2 Accurately reports all student data under the program’s individual school number, including grades, total credits earned, student progression, entry and withdrawal dates, withdrawal codes, entry/exit Basic Achievement Skills Inventory (BASI) growth scale values and standard scores, attendance, reading progress monitoring scores, and diplomas earned in the school district management information system (MIS) (**Reading progress monitoring scores may be reported in the Progress Monitoring and Reporting Network [PMRN] or the MIS.**)
- 8.3 Participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data
- 8.4 Receives appropriate oversight and assistance by the contract manager that includes conducting and documenting an annual evaluation of the educational program, monitoring implementation of the school district comprehensive reading plan, and ensuring that the terms of the cooperative agreement with the Department of Juvenile Justice (DJJ) and the contract with the private educational provider (if applicable) are followed

QA Review Methods

- Review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, PMRN 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

School district and program personnel should collaboratively develop the program’s bi-annual self-reports and review the contents for accuracy prior to electronic 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 student 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 exiting 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 outcome.

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 2008–2009 enrollment 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 an 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 will monitor the reading program, and the contract manager should ensure that support services identified in the plan are provided to the program. 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 the Automated Student Database 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.

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 inform the JJEEP offices within 30 days of notification that a new DJJ program will be placed in their school districts and/or when they become aware that a program in their school 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. An accounting of the expenditures identified in *State Board Rule 6A-6.052, Florida Administrative Code (F.A.C.)*, shall be required by the local school board if school districts contract with private providers for the educational services.



FLORIDA DEPARTMENT OF EDUCATION

Dr. Eric J. Smith, Commissioner

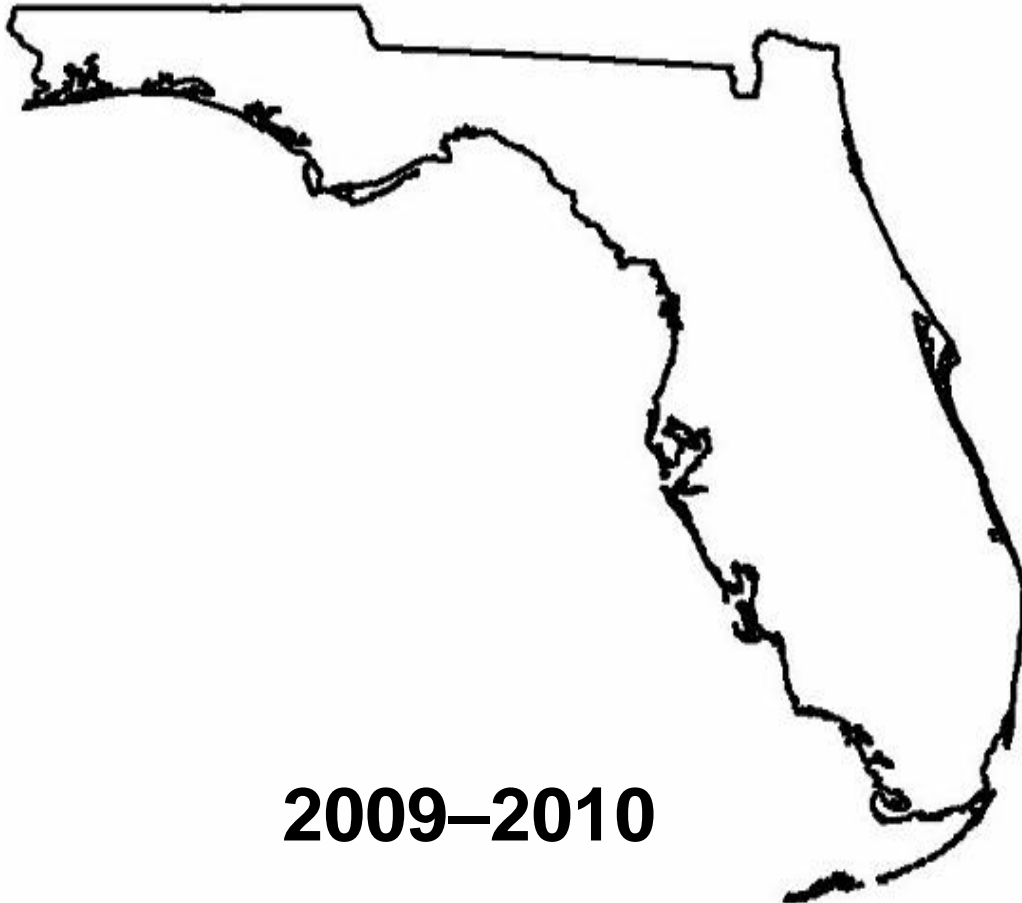
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Educational



Quality Assurance Standards

Juvenile Justice Detention Centers



2009–2010

Bureau of Exceptional Education and Student Services • Division of 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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2009–2010

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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Table of Contents

Preface	v
Quality Assurance for Juvenile Justice Educational Programs	v
JJEED Mission Statement	v
JJEED Vision Statement	v
Introduction	1
History of the Educational QA Standards	2
Reference Points for Educational QA Standards	3
Quality Assurance Review Methods	4
QA Review Protocol	4
Self-Reporting	4
Exemplary Programs	5
QA Review Methods	5
QA Rating Guidelines	6
System Improvement Process	7
Corrective Action Process	7
Technical Assistance Criteria	9
DOE Assistance	10
Educational Standard One: Entry Transition	11
Indicator 1: Entry Transition Services	12
Indicator 2: Assessment and Planning	14
Educational Standard Two: Service Delivery	17
Indicator 3: Curriculum and Instruction	18
Educational Standard Three: Exit Transition	21
Indicator 4: Exit Transition Services	22
Educational Standard Four: Contract Management	25
Indicator 5: School District Monitoring, Accountability, and Evaluation	26

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 and are mandated by *section 1003.52, Florida Statutes (F.S.)*. 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 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 JJEPP Web site at <http://www.criminologycenter.fsu.edu/jjepp>.

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 and research 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 (F.A.C.), 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. To fulfill these increasing research and QA factors, we are modifying a number of our previous practices.

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) (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 postsecondary 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, F.A.C., 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, F.A.C. (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 2009–2010 quality assurance (QA) reviews are based on self-reported information and a three-day (on average) on-site visit that includes a needs assessment designed to prepare educational programs for the 2010–2011 QA shift to a more student outcome-oriented review. 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 processes for providing 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.

During the 2009–2010 QA review cycle, several new methods and/or requirements will be piloted and all programs will be rated on a pass/fail basis. Exemplary status will not be assigned to programs during the 2009–2010 review cycle; however, programs that previously earned exemplary status will remain exemplary.

Reviewers conduct a formal exit meeting on the final day of the review to present findings, **preliminary** pass/fail ratings, and considerations from the needs assessment conducted to prepare the program for the 2010–2011 process and outcome-driven QA system.

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 electronically to the JJEPP offices by July 17, 2009 and submit an updated self-report in January 2010.

Failure to submit self-report information in a timely manner may negatively affect the QA rating 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, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, progress monitoring data, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, and age range of students), school names and numbers under which diplomas are reported, course offerings, class schedules, bell schedules, school calendars, curriculum information, fidelity checks, walk-through forms, and annual evaluations of the educational program.

For complete information on self-reporting requirements and timelines, visit the JJEPP Web site at <http://www.criminologycenter.fsu.edu/jjeep> 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.

Due to the pilot conducted during the 2009–2010 QA review cycle, programs will not be eligible to earn exemplary status. Programs that earned exemplary status in previous years will remain exemplary. Exemplary I and II programs (that had overall QA scores of 6.5 or higher) are now combined and referred to as exemplary programs.

All exemplary programs are required to submit all self-report information and participate in a telephone/Web-based review and needs assessment during the 2009–2010 QA cycle. Exemplary programs that fail to provide requested information confirming the maintenance of high quality educational services will receive an on-site pass/fail QA review during the 2009–10 review cycle. Exemplary programs will receive a full on-site QA review the year following a change in the educational provider.

During the subsequent second and third years, these programs will submit self-reports and receive abbreviated reviews of only required benchmarks.

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 the 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 reports can be accessed online at <http://www.criminologycenter.fsu.edu/jjeep/qa-educational-reports.php>.

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 JJEPP director review each QA report.

Indicators will not receive numerical ratings during the 2009–2010 QA review cycle. All benchmarks will be rated pass or fail.

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 director stating specific concerns. JJEPP and DOE staff, as necessary, will address these concerns, and the JJEPP director will notify the school district contract manager and the educational provider of the outcome. If the school district contract manager or educational provider is not satisfied with the outcome from JJEPP, they can contact DOE for further review of their concerns.

System Improvement Process

The purpose of the system improvement process is for the Juvenile Justice Educational Enhancement Program (JJEED) staff to increase time for providing 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. Evidence-based practices at juvenile justice demonstration sites are noted on program profiles at <http://www.criminologycenter.fsu.edu/jjeed/tech-demonstration.php>.

Procedures to address deficiencies that do not require corrective action

The JJEED reviewer will report deficiencies that may result in a failing benchmark rating 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 failing benchmark rating will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from the DOE.
- Programs should use 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 fail one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

- Failing three or more benchmarks in Standard 1: Entry Transition will result in failing the overall standard.
- Failing three or more benchmarks in Standard 2: Service Delivery will result in failing the overall standard.
- Failing two or more benchmarks in Standard 3: Exit Transition will result in failing the overall standard.

School districts that fail Standard 4 for two or more consecutive years will receive a CAP.

- Failing two or more benchmarks in Standard 4: Contract Management will result in failing the overall standard.

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 corrective action plan (CAP) by two weeks after the due date, the JJEEP director sends a letter informing the lead educator, the contract manager, the school district superintendent, and the Department of Education (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 JJEEP director. This form must be submitted within six months of the date of the official CAP notification letter from DOE.

Juvenile Justice Educational Enhancement Program (JJEEP) staff conduct a final follow-up of corrective action plan (CAP) implementation during the following year’s 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

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

Most technical assistance (TA) is provided during the on-site quality assurance (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 informing 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 TA, a JJEED reviewer may:

9. Be assigned to a new program
10. Complete a TA request form and contact program and school district personnel to determine program needs and to plan the on-site visit
11. Conduct initial TA and a mock QA review and complete a written report
12. 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. Programs that undergo an educational provider change will be given at least six months to prepare for their QA review.

Corrective Action Follow-up

A program that fails one or more of Standards 1, 2, or 3 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.

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 (F.A.C.), 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 and/or requirements for specific provider contracts.

Educational Standard One: Entry Transition

The transition standard is composed of two indicators that address entry 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: Entry Transition Services

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 appropriate opportunities for student progression and guidance that effectively prepare students for transition.

Indicator 2: Assessment and Planning

The expected outcome of this indicator is that entry assessments are administered to identify students' academic strengths/weaknesses and career 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: Entry 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 appropriate opportunities for student progression and guidance that effectively prepare students for transition.

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 temporary course schedules at entry; changing students’ enrollment to permanent status by their 22nd school day in the program; enrolling students in appropriate courses based on a review of past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (management information system [MIS] enrollment should include elementary, middle, and high school courses that address reading, English/language arts, math, social studies, and science curricula offered year round, **as needed**, for student progression and high school graduation.)
- 1.2 Providing daily Department of Juvenile Justice (DJJ) population reports to the lead educator, the teachers, the school registrar, and other educational support staff to inform them of students’ status (i.e., awaiting placement in commitment programs or release to their respective communities) and expected exit dates

QA Review Methods

- Review student educational files, records requests, MIS enrollment, course schedules, prior records, and other appropriate documentation
- Interview registrar, guidance counselors, other appropriate personnel, and students

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 verifications should be retained.) Electronic files of educational records maintained on site are acceptable. Withdrawal grades from students' previous schools should be averaged into current semester grades from the program.

Out-of-county students' records should be requested through multiple sources, such as the Florida Automated System for Transferring Educational Records (FASTER), students' probation officers, detention centers, previous school districts, and/or students' legal guardians.

Records requested should include the most current transcripts, academic plans, withdrawal forms, 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. Long-term 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 four credits in a major area of interest, beginning with 9th grade students enrolled in 2007.

Long-term students requiring reading remediation should be enrolled in intensive reading.

Indicator 2: Assessment and Planning

Notes

Intent

The expected outcome of this indicator is that entry assessments are administered to identify students' academic strengths/weaknesses and career 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.

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/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 Using entry assessment results, past records, and re-entry educational goals to develop age- and grade-appropriate individual academic plans (IAPs) for all non-exceptional student education (ESE) students that
 - Are used to guide instruction
 - 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 objectives per goal
 - Identify remedial strategies
 - Include a schedule for determining progress
- 2.4 Convening individual educational plan (IEP) meetings and/or amending the plans to include measurable annual 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 long-term students' academic progress toward achieving their IAP/IEP goals and objectives/benchmarks, revising IAPs when goals/objectives are met, and providing IEP progress reports to the parents as often as progress reports are sent home for all students
- 2.6 Advising all students with regard to their individual abilities and aptitudes, educational and occupational opportunities, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress

QA Review Methods

- Review student educational files, assessment results, all academic and ESE plans, and other appropriate documentation
- Interview personnel responsible for testing procedures; instructional, guidance, and ESE 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). The program should base students' individualized educational services on assessment results. **Detention centers should not administer the Basic Achievement Skills Inventory (BASI) at any time, to any student.**

Entry assessments should be re-administered according to test administrator guidelines if results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to academic/career assessment results to guide instruction and assist students in future career decision making. Students under the age of 12 are not required to complete career assessments.

Students should participate in individual academic plan (IAP) development, review, and revision to address their needs. Long-term educational goals and short-term instructional objectives for non-exceptional student education (ESE) students may be in performance contracts, treatment plans, IAPs, or other appropriate documents. Students performing at or above grade level must have appropriate IAP goals and objectives but are not required to have remedial strategies. Students who have high school diplomas or the equivalent are not required to have academic plans but must be provided curricular activities that address their individual needs.

Individual educational plans (IEPs) 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 these plans to plan instruction and to track students' progress. The program should create IEP progress reports and provide them to the parents as often as progress reports are sent home for general education students. Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students who perform below grade level the opportunity to advance to their age-appropriate placements.

The program should provide ESE students all corresponding services and documentation required by federal and state laws, including documented solicitation of parent involvement and reasonable notification of IEP meetings (10–14 days prior). The IEP 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 (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 parents if at least two notices were provided or if the parent responded to the first notice. The program must document the dates IEPs are mailed to parents who do not attend the meetings.

A change in services must be addressed in IEP team meetings or by following required amendment procedures based upon current, documented information regarding students' progress and need for services; gifted services would be determined by an educational plan (EP) team. The parents must be provided written notice of a proposed change in services before the change occurs, and IEPs must be revised, as appropriate.

IEPs should be individualized, include all information required by federal and state laws, and address students' academic, behavioral, and/or functional goals and objectives. Short-term IEP objectives or benchmarks should be written for students working toward the general Florida Sunshine State Standards (FSSS), based on the local school district policies. Instructional personnel should have access to their students' IAPs/IEPs.

All students should have access to guidance services that relate to transition and treatment activities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district student progression plan, and state and districtwide assessments and address the areas listed in Benchmark 2.6.

The needs of English language learners (ELL) and students eligible under Section 504 may be addressed in their IAPs. IAPs that include the needs of ELL students must address entry, re-evaluation, and exit criteria.

Educational Standard Two: Service Delivery

The service delivery standard is comprised of a single indicator that addresses curriculum, instructional delivery, teacher qualifications and training, 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, post-commitment programs, and/or work settings.

Indicator 3: Curriculum and Instruction

The expected outcome of this indicator is that students receive an education based on their assessed educational needs, functional abilities, or disabilities and progress toward obtaining high school diplomas or the equivalent. Qualified teachers who receive professional development throughout the year should provide instruction.

Indicator 3: Curriculum and Instruction

Notes

Intent

The expected outcome of this indicator is that students receive an education based on their assessed educational needs, functional abilities, or disabilities and progress toward obtaining high school diplomas or the equivalent. Qualified teachers who receive professional development throughout the year should provide instruction.

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 curriculum and instruction by:

- 3.1 Providing literacy skills activities, tutorial and remedial strategies, and social skills programs **to students in the detention center 21 school days or fewer**
- 3.2 Individualizing instruction **for students in the detention center 22 school days or more** based on the course descriptions for the courses in which students are enrolled and the current Florida Sunshine State Standards (FSSS), using a variety of instructional strategies based on students’ individual assessment results and progression needs to engage students in classroom learning activities
- 3.3 Implementing students’ individual plans (IAPs, IEPs, LEPs, and Section 504 plans, etc.) as written
- 3.4 Hiring core academic teachers who have Florida professional or temporary teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification; hiring noncore academic teachers who have teaching certification or documented approval to teach, according to the school board policy for use of noncertified instructional personnel based on documented expert knowledge/skill
- 3.5 Ensuring that teachers participate in a beginning teacher program, as appropriate, and receive professional development throughout the year or continuing education based on educational program needs, actual instructional assignments, the school improvement plan (SIP), and professional development plans
- 3.6 Providing adequate educational resources that include educational support staff, technology, and instructional materials
- 3.7 Ensuring that students receive a minimum of 300 minutes of daily instruction or the weekly equivalent

QA Review Methods

- Review students’ educational files, academic plans, work folders, course schedules, curriculum, lesson plans, and documentation of teacher qualifications
- Interview educational teachers/staff, exceptional student education (ESE) personnel, and students
- Observe educational settings, activities, instruction, media resources and technology, and average class size

Clarification

Courses and activities should be age appropriate and based on student's individual student progression needs and post-placement goals. The program must offer a substantial curriculum that meets state course descriptions and that does 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, according to students' academic plans. 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.

English language learners (ELL), Section 504, and gifted students must be provided all of the services indicated on their plans. All educational and support services should be integrated and documented, including consultative services provided to the teachers of ESE students.

Instructional personnel are the persons who deliver instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. 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). The teacher of reading must have reading endorsement or certification (Grades K–12) or must be working toward reading endorsement or certification and complete the equivalent of two competencies or two college courses per year toward reading endorsement/certification.

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.

Private providers 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 3.4 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.

Teachers should be provided the opportunity to attend professional development training throughout the year 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.

Depending on the type and the size of the program, education 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, paraprofessionals, 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 the student population. Leisure reading materials available should be aligned with school district policy.

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 school 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 do not transition students according to the bell schedule.

Educational Standard Three: Exit Transition

The exit transition standard is composed of a single indicator that is designed to ensure that the educational department is informed of students' status and provides the next educational placements with students' educational records to ensure successful transition.

Indicator 4: Exit Transition

The expected outcome of this indicator is that exit transition services are designed and implemented to facilitate students' transition from a detention center to their home schools, alternative schools, or commitment programs.

Indicator 4: Exit Transition Services

Notes

Intent

The expected outcome of this indicator is that exit transition services are designed and implemented to facilitate students' transition from a detention center to their home schools, alternative schools, or commitment programs.

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 exit transition activities that include:

- 4.1 Documenting participation of an educational representative who is familiar with the students' performance in detention hearings or staffings to determine students' status and to assist them with successful transition to their next educational or career/technical placements
- 4.2 Documenting transmittal of "in-county" students' educational records, that include school district withdrawal forms with numerical grades in progress, to their next educational placements **at the time of exit** (Students' days in attendance and current transcripts should be accessible via the MIS.)
- 4.3 Documenting the transmittal of "out-of-county" students' current educational records **at the time of exit** to the next educational placements, transportation staff, or juvenile probation officers (JPOs) 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

QA Review Methods

- Review student closed educational/commitment files, closed commitment files, educational exit packets, documented transmittal of records (e.g., fax or mail receipts), and other appropriate documentation
- Interview transition specialist, treatment team members, other appropriate personnel, and students
- Observe detention hearings or staffings, when possible

Clarification

Students in detention centers should earn grades for every day that they are enrolled in school.

The program should maintain documentation of transmittal of students' records directly to their next educational programs, to transportation staff, or to students' juvenile probation officers (JPOs) for inclusion in commitment packets at the time of exit. This will help ensure a continuum of educational services throughout their educational placement in the juvenile justice system.

Educational personnel in detention centers should not wait on records requests to send students' records to the receiving schools. Students' next educational placements should be verified at detention hearings or through Department of Juvenile Justice (DJJ) personnel to determine where records should be sent prior to or at the time of exit.

For more information, refer to the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.criminologycenter.fsu.edu/jjeep/tech-publications.php>.

Access <http://www.criminologycenter.fsu.edu/jjeep/contacts-transition.php> for a list of school district transition contacts.

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>.

Educational Standard Four: Contract Management

The contract management standard consists of a single indicator that addresses the roles and responsibilities of school districts to provide oversight of the juvenile justice educational programs in their counties.

Indicator 5: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists the program in providing high quality educational services and accurately reporting student and staff data for accountability and evaluation purposes.

Indicator 5: School District Monitoring, Accountability, and Evaluation

Notes

Intent

The expected outcome of this indicator is that the school district monitors and assists the program in providing high quality educational services and accurately reporting 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 the program:

- 5.1 Submits its electronic bi-annual self-reports and required documents in a timely manner
- 5.2 Accurately reports all student data under the program’s individual school number, including grades, total credits earned, student progression, entry and withdrawal dates, withdrawal codes, attendance, reading progress monitoring scores for long-term students, and diplomas earned in the school district management information system (MIS) **(Reading progress monitoring scores may be reported in the Progress Monitoring and Reporting Network [PMRN] or the MIS.)**
- 5.3 Receives appropriate oversight and assistance by the contract manager that includes conducting and documenting an annual evaluation of the educational program and ensuring that the terms of the cooperative agreement with the DJJ and the contract with the private educational provider (if applicable) are followed

QA Review Methods

- Review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, PMRN data, relevant correspondence between the school district and the program, and other appropriate documentation

- Interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

School district and program personnel should collaboratively develop the program’s bi-annual Self reports and review the contents for accuracy prior to electronic 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 outcome.

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 an 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.

Long-term 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 the Automated Student Database 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.

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 inform the JJEPP offices within 30 days of notification that a new DJJ program will be placed in their school districts and/or when they become aware that a program in their school 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. An accounting of the expenditures identified in *State Board Rule 6A-6.052, Florida Administrative Code (F.A.C.)* shall be required by the local school board if school districts contract with private providers for the educational services.



FLORIDA DEPARTMENT OF EDUCATION

Dr. Eric J. Smith, Commissioner

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