



Florida's Common Assessment for Juvenile Justice Education Programs

George Pesta
**Juvenile Justice Education & NCLB
Project**

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Florida's Juvenile Justice Population

- 189 Programs
 - ◆ 25 Detention Centers
 - ◆ 122 Residential Programs
 - ◆ 42 Day Treatment Programs
- In 2004-05, 33,930 students served
 - ◆ 16, 179 in detention
 - ◆ 13,742 in residential
 - ◆ 4,009 in day treatment



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History of Pre/Post Assessment

- The issues:
 - ◆ Traditional statewide assessment programs are administered annually
 - ◆ In Florida most students are committed to programs for 6 to 9 months
 - ◆ No way to evaluate effectiveness of educational programs in juvenile justice settings



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History of Pre/Post Assessment

- In 1999 the Florida Legislature passed legislation requiring measurement of student academic progress in the basic areas of reading, writing, and mathematics for students in DJJ
- Florida Department of Education in collaboration with school districts
 - ◆ Identified assessments that met psychometric rigor requirements
 - ◆ 32 assessment in use in juvenile justice education programs were identified
 - ◆ Students assessed at entry and exit



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Common Pre/Post Today

- In 2004 Florida Statute 1003.52(3)(b) was enacted
 - ◆ Requires the Department of Education, with assistance from school districts, to select a common assessment instrument for measuring progress of students while in juvenile justice programs
- Meet requirements for Federal Title I, Part D



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The Selection Process

- Common assessment workgroup involving key stakeholders was established and given the charge to:
 - ◆ Identify and recommend critical elements to be considered for selection of an assessment
 - ◆ Identify and recommend critical elements and decision points for implementing the assessment system
 - ◆ Review information on existing assessments



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Workgroup Recommendations

- Critical Elements for the Assessment
 - ◆ One assessment tool
 - ◆ Covers content areas of reading, language arts, and math
 - ◆ Covers grades 3 through 12
 - ◆ Has psychometric rigor
 - ◆ Easy to administer and score
 - ◆ Minimal training requirements
 - ◆ Low cost



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Workgroup Recommendations

- Implementation of the Assessment System
 - ◆ Only students in residential and day treatment programs
 - ◆ Entry assessment within 10 school days (**new** statutory language)
 - ◆ Exit assessment for students in program for 45 school days or more
 - ◆ Consideration be given to assessing students in long term commitment annually



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The Selection Process

■ Request for Proposal

- ◆ Using the recommendations from the workgroup DOE issued an RFP for a common assessment
- ◆ Evaluation Committee was formed
- ◆ Bidders were evaluated based on cost, qualifications, and technical quality of their proposal
- ◆ The Basic Achievement Skills Inventory (BASI) was selected
- ◆ Pearson Assessments was awarded a three year contract with option for renewal



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Basic Achievement Skills Inventory

- Has four grade-specific levels
 - ◆ Level 1 – grades 3-4
 - ◆ Level 2 – grades 5-6
 - ◆ Level 3 – grades 7-8
 - ◆ Level 4 – grades 9-12
- Each level has two forms



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Basic Achievement Skills Inventory

■ BASI™ Comprehensive

- ◆ Each test booklet has six subtests
 - ◆ Vocabulary (10 minutes)
 - ◆ Spelling (10 minutes)
 - ◆ Language Mechanics (10 minutes)
 - ◆ Reading Comprehension (30 minutes)
 - ◆ Math Computation (20 minutes)
 - ◆ Math Application (35 minutes)
- ◆ Total test administration time is 115 minutes



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Basic Achievement Skills Inventory

- Accommodations for Students with Disabilities
- Computer Administered or Paper and Pencil
- Advantages of computer administered
 - ◆ Reduces scoring error
 - ◆ Insures standardized administration
 - ◆ Minimizes administration training needs



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Implementation

- Legislature provided funds to DOE to purchase assessment
 - ◆ On-line ordering windows for juvenile justice programs in May and November



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Implementation

- Training
 - ◆ Six train the trainer sessions provided last year for all Juvenile Justice program lead educators
 - ◆ Step by step process in both hard copy and cd



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Implementation

- Start date was July 1, 2006
- Data reporting
 - ◆ Format established for reporting results through the statewide automated student database for each student
 - ◆ Report results for reading, language arts, and math



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Implementation

- Quality Assurance Reviews
 - ◆ Juvenile Justice Education Enhancement Program (JJEED) conducts annual reviews of all juvenile justice education programs
 - ◆ Indicator in quality assurance standards that addresses both administration of common assessment and reporting of results



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The next set of challenges

- Multiple administrations for students moving from one program to another
- Determining what is meaningful growth over varying periods of time
 - ◆ Pearson has developed growth tables for us to use (9 weeks, semester, and across school years)
- Use of assessment based on grade and time of year
- Using results for program evaluation and research



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Conference on Juvenile Justice Education and No Child Left Behind

**For Information, Contact The Center for
Criminology and Public Policy Research
850– 414 – 8355**



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