



DJJ Accountability: Rule Development Workshop and Rating Scale

Section 1003.52(16), F.S., Educational services in Department of Juvenile Justice programs

- June 2014 - Governor signs Senate Bill (SB) 850 which includes new language requiring amendments to existing, and adoption of new rules related to DJJ educational services.
- Establishes the DOE as the lead agency for DJJ education programs, curriculum, support services and resources.
 - A) Training, collaborating, and coordinating with stakeholders
 - B) Collecting information on academic, career and professional education, and transition performance
 - C) Developing protocols to provide guidance
 - D) Implementing a joint accountability, program performance, and program improvement process

6A-1.099812, F.A.C., Rule Authority

- Establishes DJJ Education Program Performance Rating framework
- When establishing this rule, the Department of Education must consult with
 - Department of Juvenile Justice
 - District school boards
 - Providers
- Defines program types as: Prevention, Intervention (“Day Treatment”), Nonsecure Residential, and Secure Residential

DJJ Accountability System

(A maximum of 11 measures)

- Measure 5 different measurement areas- measured as a percentage
- The rating scale score is then calculated based on the percentage of total points earned
- **Programs are rated based only on the components for which they have sufficient data**

Learning Gains	K-12 Outcomes	Educator Quality	Post-K-12 Outcomes	Process Measures
FSA English Language Arts (0% to 100%)	Increased Attendance (0% to 100%)	Core Courses Taught by Qualified Teachers (0% to 100%)	Postsecondary Enrollment (0% to 100%)	Common Assessment Data Quality (0% to 100%)
FSA Mathematics (0% to 100%)	Industry Certifications (0% to 100%)		Employment (0% to 100%)	
Common Assessment Reading (0% to 100%)	Graduation (0% to 100%)			
Common Assessment Mathematics (0% to 100%)				

Simulation 1
2014-2015

Simulation 2
2015-2016

Simulation 3

Performance Rating System

- Each component is calculated as a percentage and then classified on a 3 point scale, similar to school improvement rating scale: 3=Commendable 2=Acceptable 1=Unsatisfactory
- Cut points used to determine classification are specific to each program type/component combination
- Components with sufficient data are averaged for the final score

Program Type	3-Commendable	2-Acceptable	1-Unsatisfactory
Prevention	3.0 to 2.5	2.4 to 1.6	1.5 to 1.0
Intervention	3.0 to 2.5	2.4 to 1.6	1.5 to 1.0
Nonsecure Residential	3.0 to 2.5	2.4 to 1.6	1.5 to 1.0
Secure Residential	3.0 to 2.5	2.4 to 1.6	1.5 to 1.0

1 - Attendance Component

The percentage of eligible (40 days) students whose non-DJJ attendance the year following their DJJ enrollment is greater than it was the year prior to DJJ enrollment or who maintained 95% attendance or above.

Numerator: Number of eligible (40 days) students who increased their attendance rate

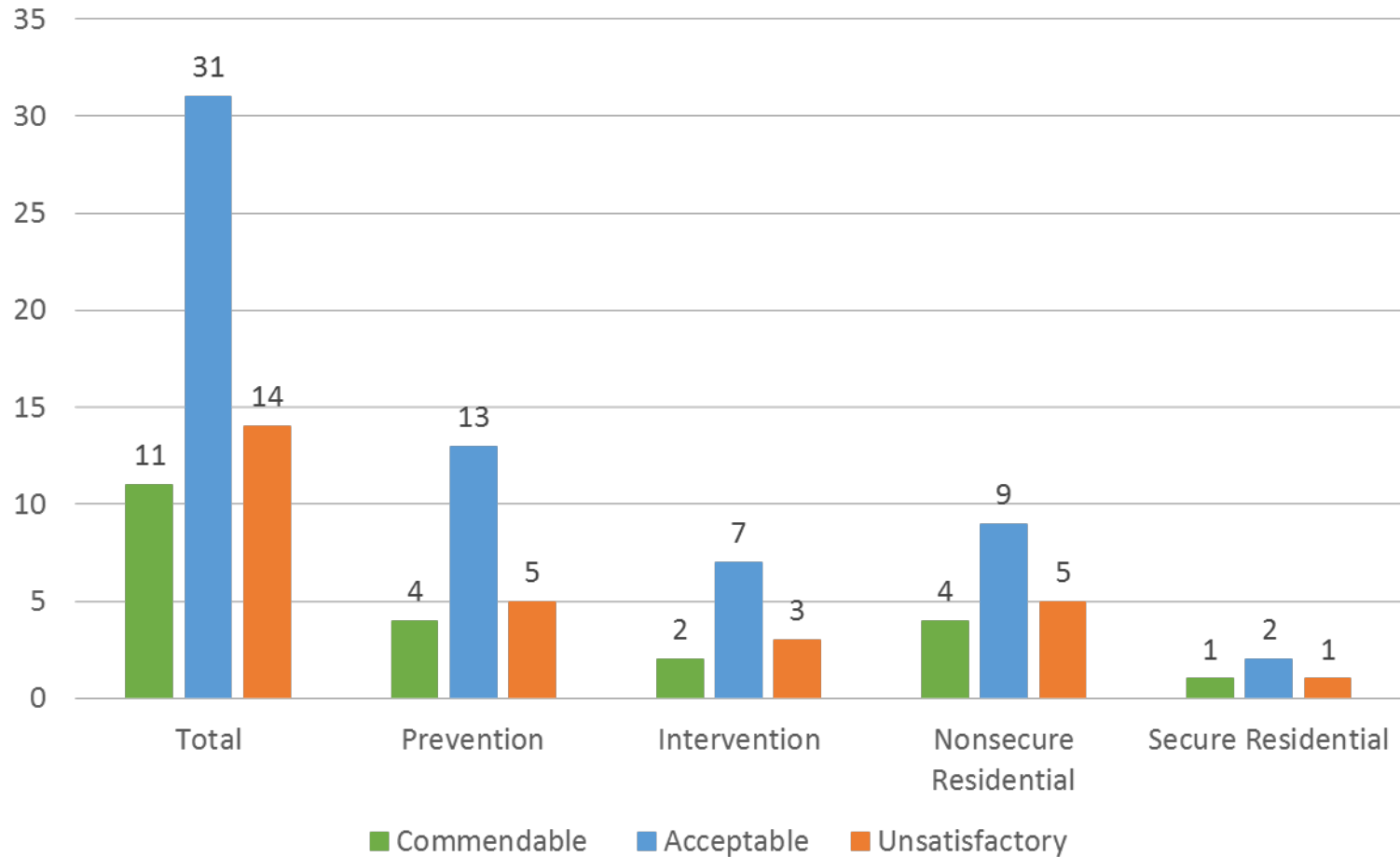
Denominator: Number of eligible (40 days) students with an enrollment record in a non-DJJ the year before and the year after the cohort year in which they enrolled in a DJJ

Attendance Component Cut Points

Program Type	Commendable	Acceptable	Unsatisfactory
Prevention	100% to 50%	49% to 30%	29% to 0%
Intervention	100% to 50%	49% to 30%	29% to 0%
Nonsecure Residential	100% to 56%	55% to 39%	38% to 0%
Secure Residential	100% to 46%	45% to 35%	34% to 0%

Attendance Component Program Distribution

2015-16 Simulation



2 - Graduation Component

The percentage of eligible (40 days) 12th grade students who graduated or earned a GED in the cohort year or subsequent year. Eligible graduates in the cohort year enrolled in grades below 12th grade are also included.

Numerator: Number of eligible (40 days) 12th graders who received a standard diploma or earned a GED in the cohort year or subsequent year + eligible non-12th graders that graduated in the cohort year

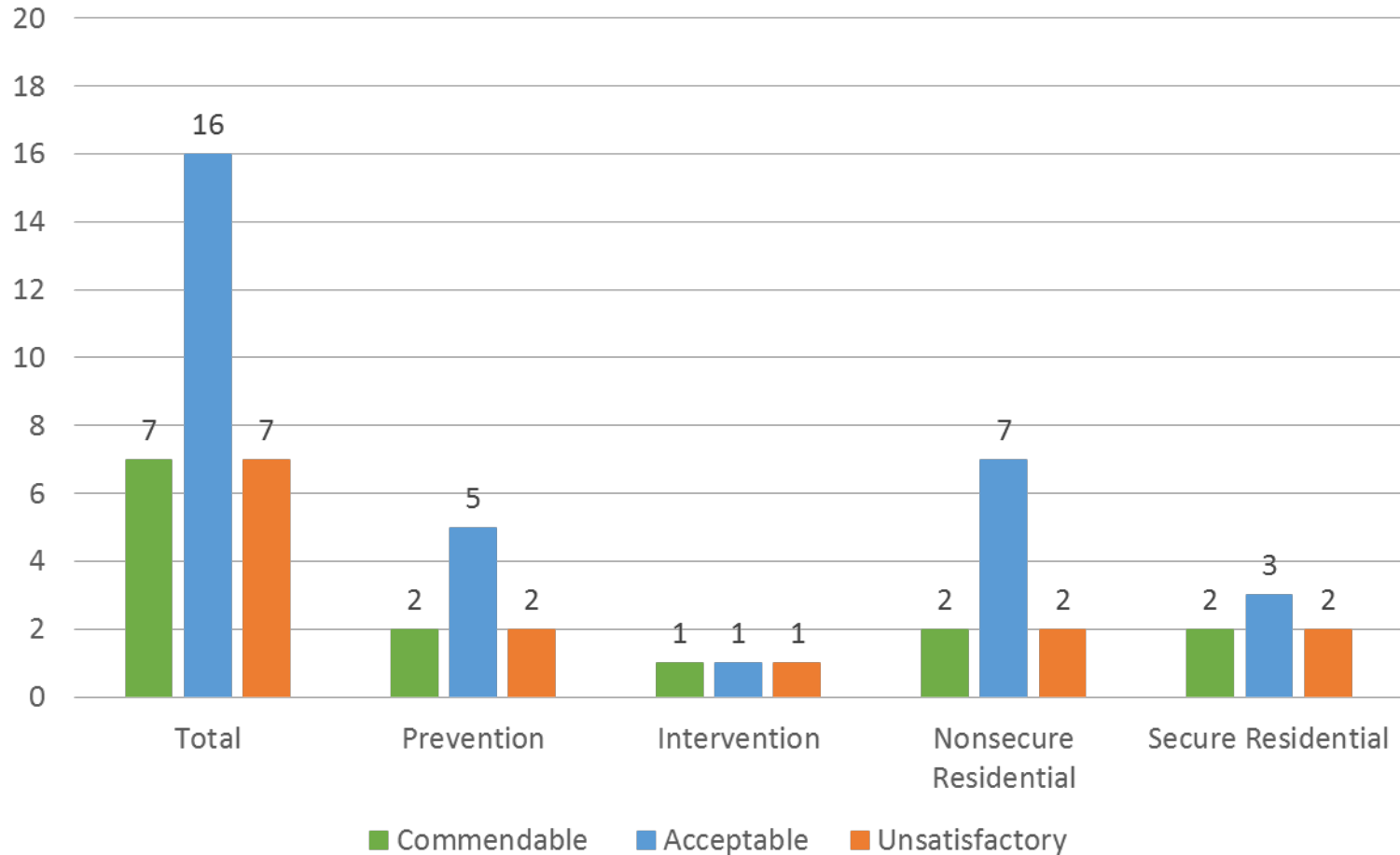
Denominator: Number of eligible (40 days) 12th grade students + eligible non-12th graders that graduated in the cohort year

Graduation Component Cut Points

Program Type	Commendable	Acceptable	Unsatisfactory
Prevention	100% to 71%	70% to 30%	29% to 0%
Intervention	100% to 51%	50% to 30%	29% to 0%
Nonsecure Residential	100% to 91%	90% to 50%	49% to 0%
Secure Residential	100% to 81%	80% to 55%	54% to 0%

Graduation Component Program Distribution

2015-16 Simulation



3 – Qualified Teachers Component

The percentage of core courses taught by teachers qualified for the subject area

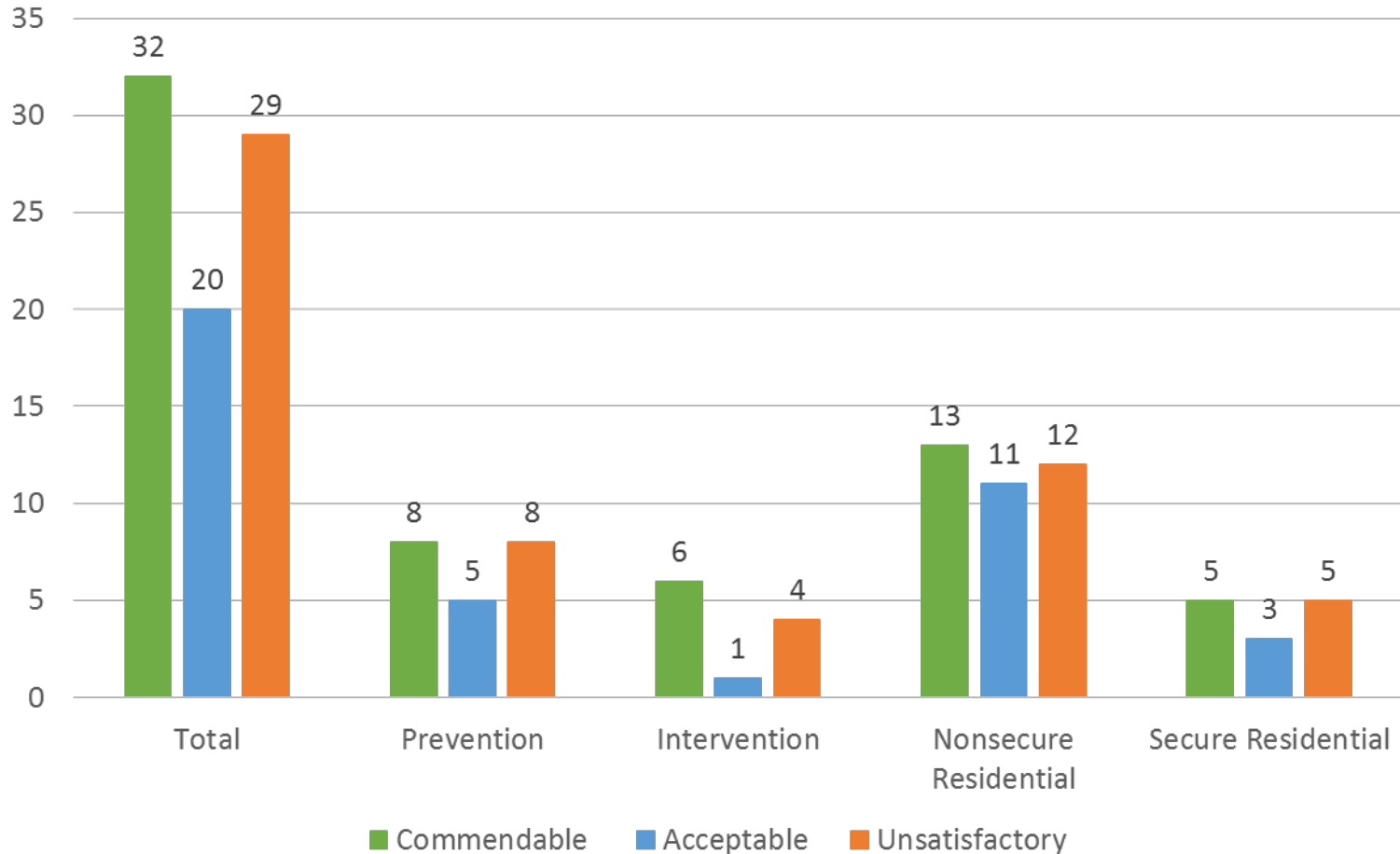
Numerator: Number of core courses taught by qualified teachers

Denominator: Number of Courses taught at each DJJ school

Qualified Teachers Component Cut Points

Program Type	Commendable	Acceptable	Unsatisfactory
Prevention	100%	99% to 70%	69% to 0%
Intervention	100%	99% to 80%	79% to 0%
Nonsecure Residential	100%	99% to 60%	59% to 0%
Secure Residential	100%	99% to 85%	84% to 0%

Qualified Teachers Component Program Distribution 2015-16 Simulation



4- Postsecondary Component

The percentage students who graduated in the cohort year who enrolled in a postsecondary institution in the state of Florida during the cohort year or subsequent year.

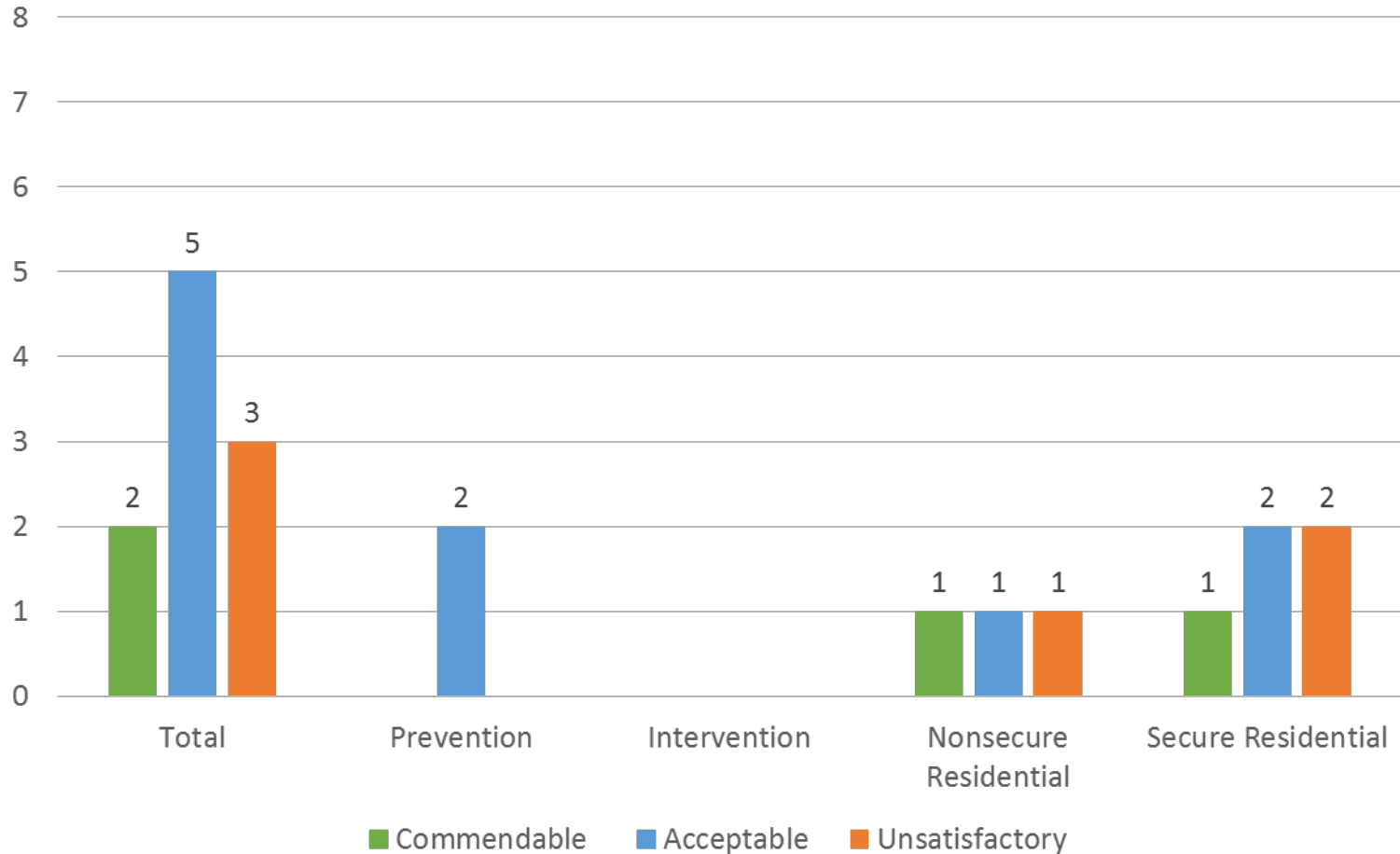
Numerator: Number of students who enrolled in a postsecondary institution in the state of Florida during the cohort year or subsequent year.

Denominator: Students who were both released from the DJJ program and graduated with a diploma or GED in the cohort year

Postsecondary Component Cut Points

Program Type	Commendable	Acceptable	Unsatisfactory
Prevention	100% to 81%	80% to 35%	34% to 0%
Intervention	100% to 81%	80% to 35%	34% to 0%
Nonsecure Residential	100% to 21%	20% to 15%	14% to 0%
Secure Residential	100% to 21%	20% to 10%	9% to 0%

Postsecondary Component Program Distribution 2015-16 Simulation



5 - Employment Component

The percentage of students who gained employment within one year following release from the DJJ program

Those that were enrolled in PK-12 or postsecondary education were excluded unless they were also employed

Numerator: Number of eligible (40 days) students who gained employment within 1 year after release date

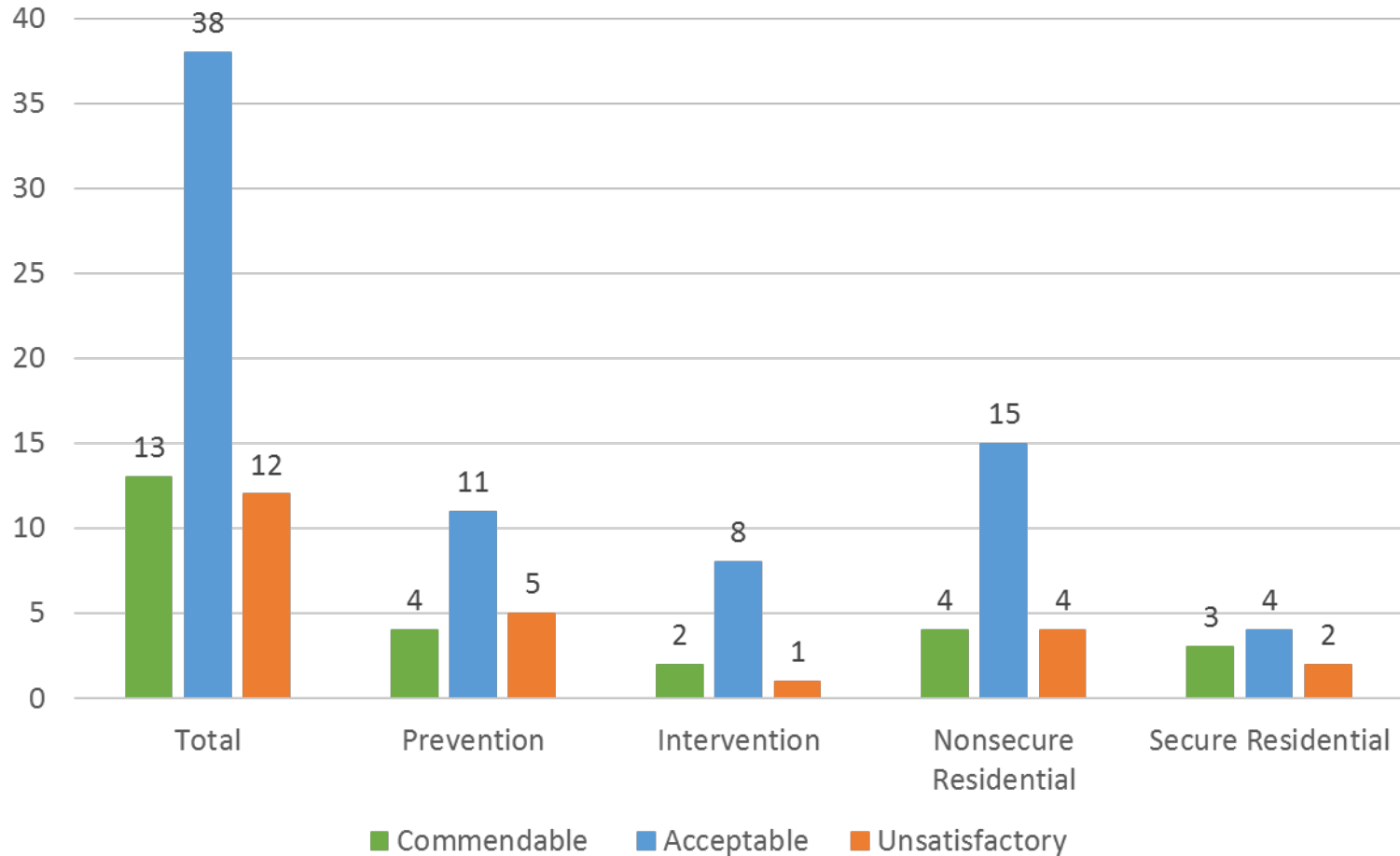
Denominator: Number of eligible (40 days) students who were at least 16 when they were released

Employment Component Cut Points

Program Type	Commendable	Acceptable	Unsatisfactory
Prevention	100% to 91%	90% to 75%	74% to 0%
Intervention	100% to 81%	80% to 60%	59% to 0%
Nonsecure Residential	100% to 76%	75% to 50%	49% to 0%
Secure Residential	100% to 61%	60% to 50%	49% to 0%

Employment Component Program Distribution

2015-16 Simulation



FSA Learning Gains- 6. English Language Arts (ELA) 7. Mathematics

The percentage of eligible (40 days) students who demonstrate learning gains on ELA and Math assessments as measured by s. 1008.22 F.S.

Numerator: Number of eligible (40 days) students who demonstrate learning gains on ELA or Math assessments as measured by s. 1008.22 F.S.

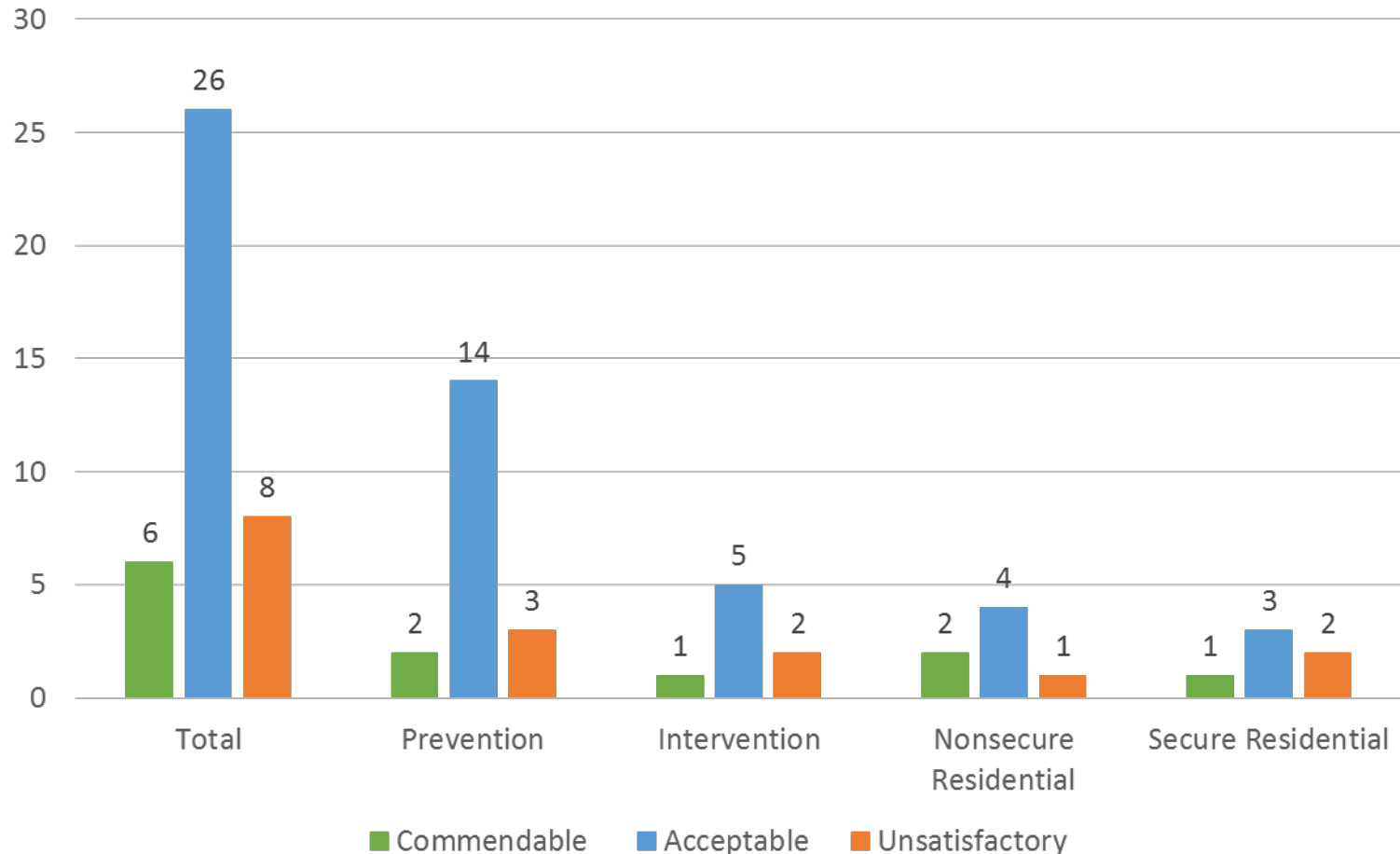
Denominator: Number of served eligible (40 days) students who have a standard assessment during the cohort year after they've been in the program for 40 calendar days and a prior year standard assessment

FSA ELA Learning Gains Component Cut Points

Program Type	Commendable	Acceptable	Unsatisfactory
Prevention	100% to 50%	49% to 31%	30% to 0%
Intervention	100% to 50%	49% to 25%	24% to 0%
Nonsecure Residential	100% to 50%	49% to 31%	30% to 0%
Secure Residential	100% to 60%	59% to 35%	34% to 0%

FSA ELA Component Program Distribution

2015-16 Simulation

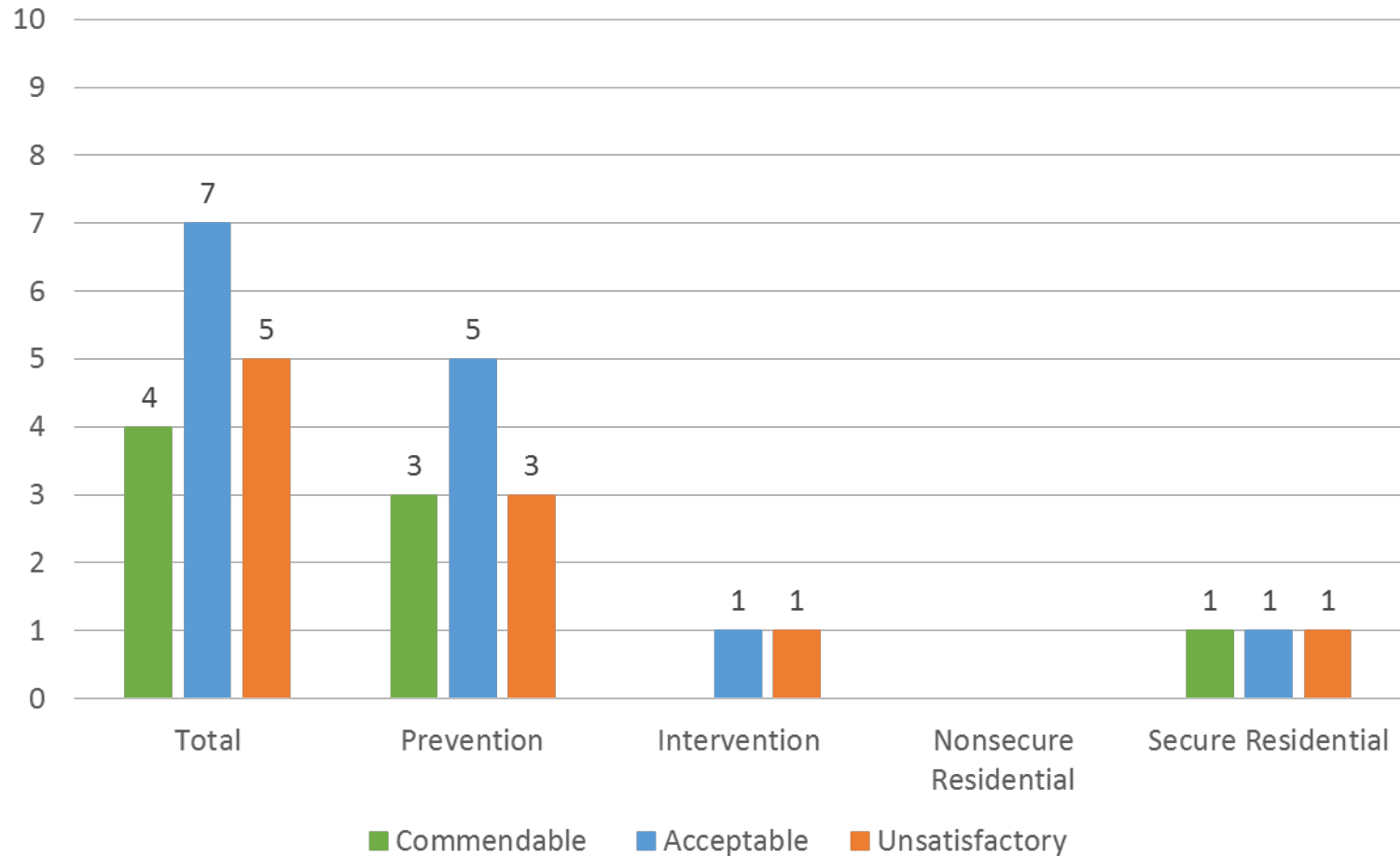


FSA Mathematics Learning Gains Component Cut Points

Program Type	Commendable	Acceptable	Unsatisfactory
Prevention	100% to 61%	60% to 31%	30% to 0%
Intervention	100% to 55%	54% to 36%	35% to 0%
Nonsecure Residential	100% to 55%	54% to 36%	35% to 0%
Secure Residential	100% to 55%	54% to 36%	35% to 0%

FSA Mathematics Component Program Distribution

2015-16 Simulation



8 - CAPE Certification Component (Career and Professional Education)

The percentage of eligible (40 days) students who earn a CAPE Industry Certification (High School) in the cohort year or subsequent year

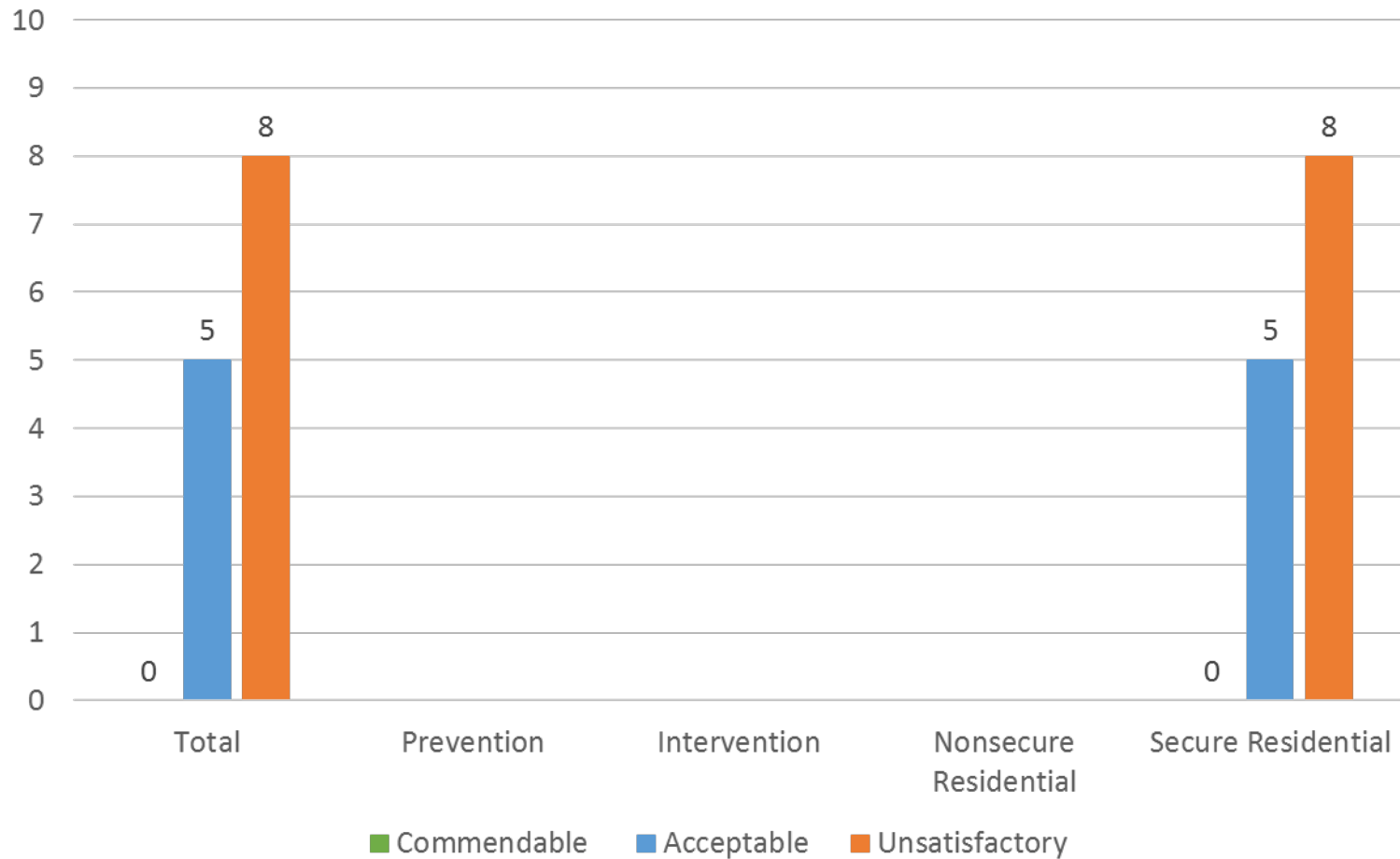
Numerator: Number of eligible (40 days) students who earned a CAPE certification during the cohort year or subsequent year

Denominator: Number of eligible (40 days) students who were served by DJJ programs with a contracted minimum length of stay of 9 months or longer

Industry Certification Component Cut Points

Program Type	Commendable	Acceptable	Unsatisfactory
Prevention	NA	NA	NA
Intervention	NA	NA	NA
Nonsecure Residential	NA	NA	NA
Secure Residential	100% to 25%	24% to 1%	0%

Industry Certification Component Program Distribution 2015-16 Simulation



Common Assessment Learning Gains Components -

9. Reading

10. Mathematics

The percentage of students who demonstrate learning gains on the DJJ Common Assessment

Numerator: Number of eligible (40 days) whose percentage of correct answers on the post assessment is higher than on the pre assessment or maintains a 100%

Denominator: Number of eligible (40 days) who have both a pre and a post common assessment

11 - Data Integrity Component

The percentage of students who have pre and post test data on the common assessment required by s. 1003.52 (3)(b), F.S., within the timeframe required by s.1003.51 (2)(g), F.S.

- Pre-test within 10 calendar days of entry
- Post-test prior to release

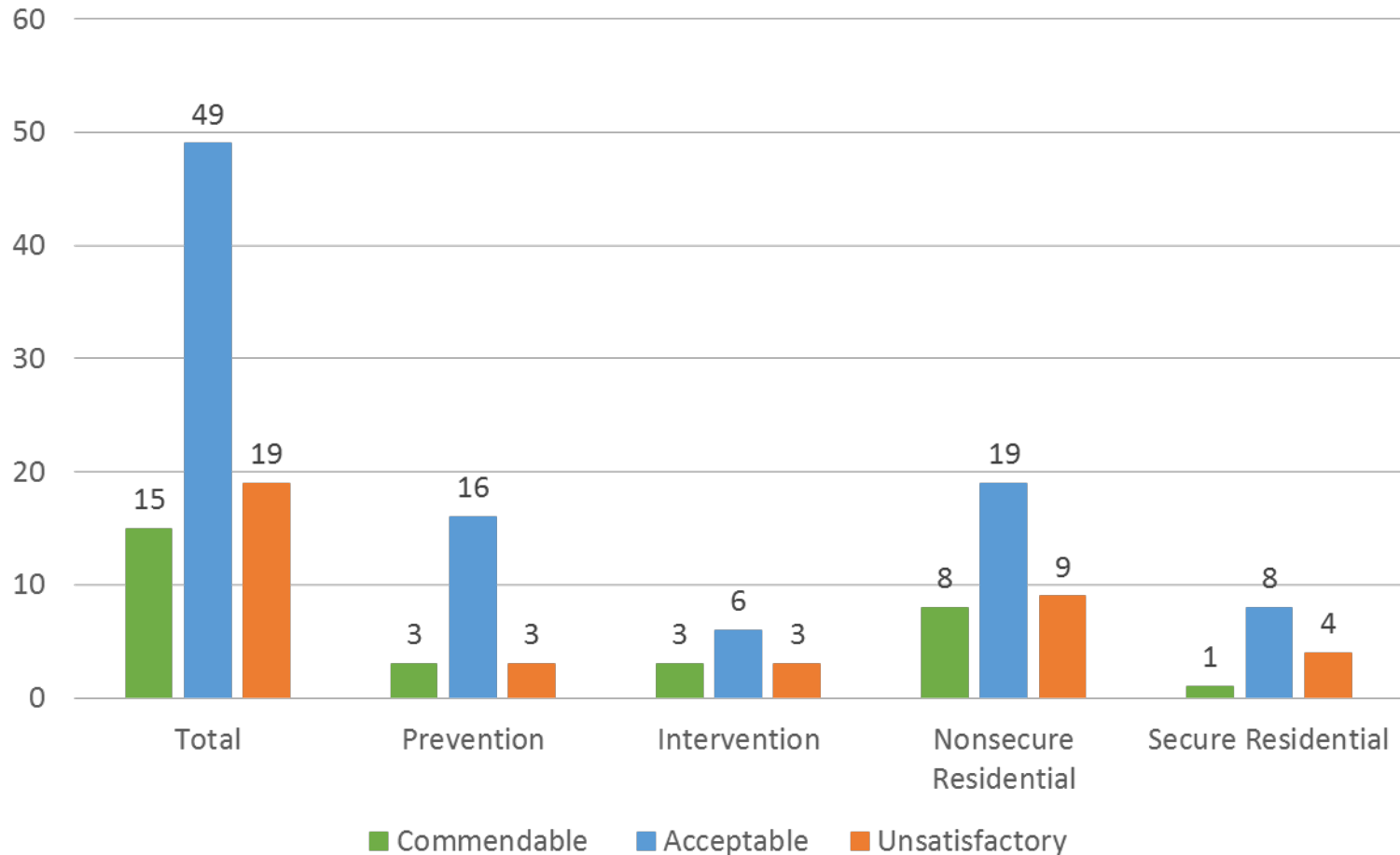
Numerator: Number of eligible (40 days) students who were released from the DJJ program that have a pre and post assessment during their program stay.

Denominator: Number of eligible (40 days) students who were released from the DJJ program

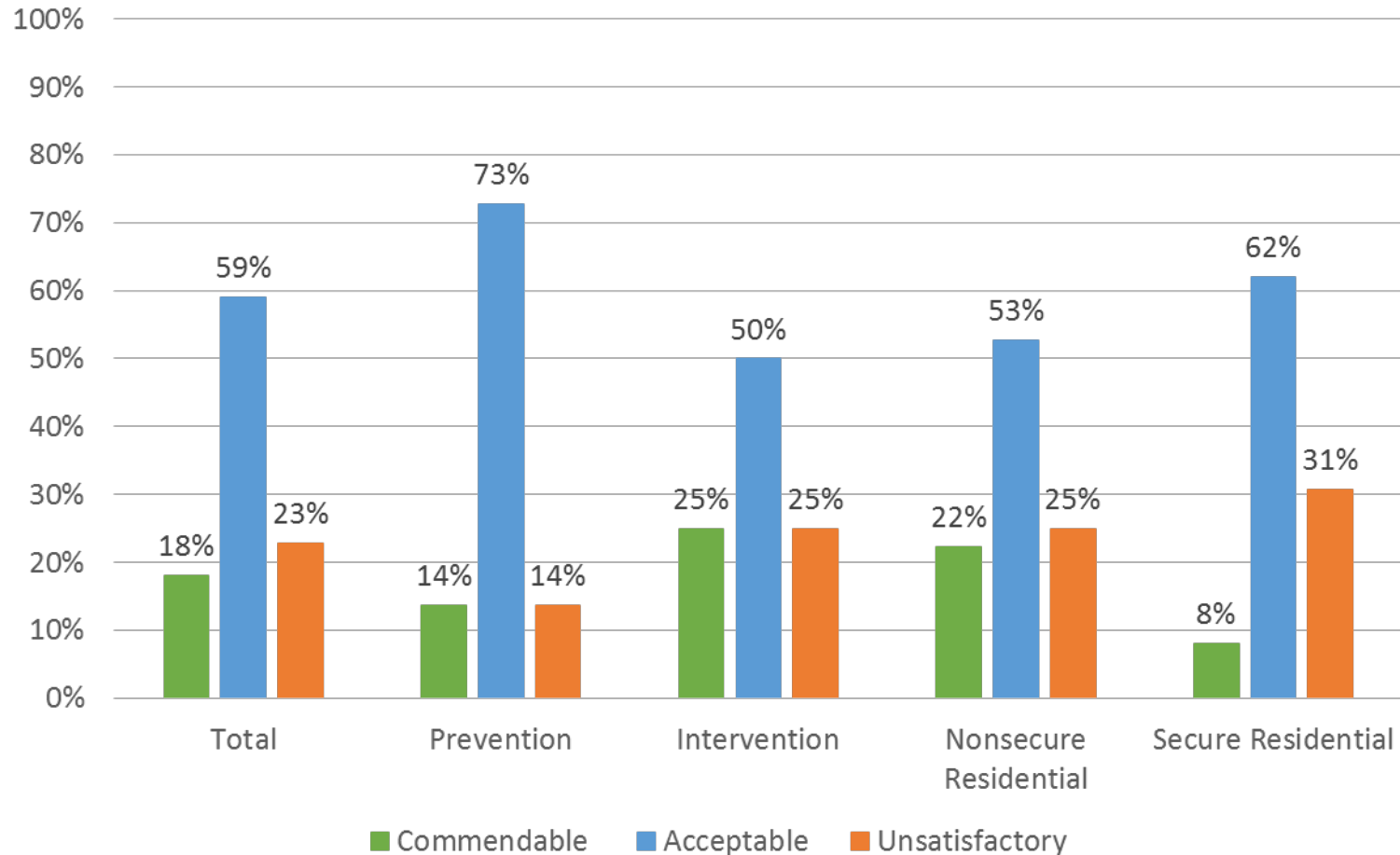
2015-16 Simulation Results

Program Type	Commendable	Acceptable	Unsatisfactory
Prevention	14% (3)	73% (16)	14% (3)
Intervention	25% (3)	50% (6)	25% (3)
Nonsecure Residential	22% (8)	53% (19)	25% (9)
Secure Residential	8% (1)	62% (8)	32% (4)
All Programs	18% (15)	59% (49)	23% (19)

2015-16 Simulation Results



2015-16 Simulation Results



Timeline

- **Winter 2017/Spring 2018**
 - DOE has completed simulation of the DJJ ratings, based on a cohorts of students served during 2014-15 and 2015-16 and the follow-up years of 2015-16, adding FSA ELA and Mathematics into the calculation
- **Spring/Summer 2018**
 - DOE Gathers requirements and begins development of processes for programs to make limited data updates corrections similar to those allowed for school grades and school improvement ratings.
- **Fall 2018/Winter 2019**
 - DOE completes informational baseline Year One DJJ ratings, based on a cohort of students served during 2016-17 and the follow-up year of 2017-18, including the 8 existing measures for which complete data are available, and a partial year of data (November 2016-June-2017) of data for the 3 measures based on the Common Assessment.
 - Rule development process resumes with public workshops held to seek input on Rules 6A-1.099812
 - Recommendations submitted to the State Board of Education for approval.
- **Spring 2019**
 - DOE publishes informational baseline 1st year DJJ ratings using approved cut scores.
- **Spring 2020**
 - DOE releases 2nd year of DJJ ratings, and Bureau of School Improvement begins working with unsatisfactory schools to improve performance under provisions of SBE Rule 6A-1.099813, FAC.