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MEMORANDUM

To: District School Superintendents

From: Jim Warford

Date: December 5, 2003

Subject: **JUVENILE JUSTICE EDUCATION QUALITY ASSURANCE STANDARDS 2004**

The Quality Assurance (QA) standards for education programs in Department of Juvenile Justice residential, detention, and day treatment facilities have been revised for 2004. Please find attached a draft version of the updated standards, as well as an overview of changes to the QA process effective in 2004.

The Department and the Juvenile Justice Educational Enhancement Program (JJEPP) have scheduled a series of conference calls for district staff that have responsibility for juvenile justice education programs and private education providers. Through these calls, Department and JJEPP staff will provide guidance and technical assistance regarding the standards and the process for 2004. These calls will also provide district staff and private providers the opportunity to offer feedback on the attached materials.

JIM WARFORD
K-12 Chancellor

District School Superintendents
December 5, 2003
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The conference calls will begin promptly at 9:00 a.m. on December 16, 17, and 18. An agenda for the conference calls is attached. Because of the limited line availability, we ask that individuals interested in participating in these calls dial on only one day and make every effort possible to utilize only one dial-in line per facility. The dial-in and confirmation numbers for the conference calls are:

Date	Suncom	Non-Suncom	Confirmation
12/16/03	278-4883	850-488-4883	30P 1201
12/17/03	291-2548	850-921-2548	Q30 1201
12/18/03	291-2591	850-921-2591	W30 1201

For more information regarding the revised QA standards or changes to the process, please contact George Pesta, Research Coordinator for JJEEP, at (850) 414-8355 or by email at gpesta@mailier.fsu.edu.

JW/mlf

Attachments

cc: Dropout Prevention Coordinators
Juvenile Justice Contacts
Juvenile Justice Principals
Jane McElroy
Charles Chervanik
Chuck Sanders
Mark Fontaine

Florida Department of Education K-12 Public Schools

2004 Education Quality Assurance Review Protocol and Standards

In 2001, President Bush signed the No Child Left Behind Act (NCLB), the reauthorization of the Elementary and Secondary Education Act of 1965. This legislation has a far-reaching impact upon school performance and accountability throughout the country. In fact, NCLB has made a substantial impact on the 2004 version of the educational quality assurance (QA) standards. For juvenile justice schools, NCLB mandates, among other requirements, transition services, highly qualified teachers, program evaluation, student outcomes, and assessment testing.

In our efforts to systematically implement NCLB, the Juvenile Justice Educational Enhancement Program (JJEPP) and the Department of Education (DOE) solicited input from school districts and providers regarding the revision of the 2004 standards during statewide conferences and meetings. A pre-conference workshop concerning NCLB and the QA process was held at the Juvenile Justice Education Institute (JJEI) conference in Orlando, Florida, on July 21, 2003. In addition, JJEPP hosted a statewide meeting in Tallahassee, Florida, on October 22, 2003, in which representatives from school districts and providers participated in a review of the standards.

As in previous years, there are three sets of educational QA standards: one set each for (1) residential commitment programs, (2) day treatment programs (includes prevention, intensive probation, and conditional release), and (3) detention centers. Although the structure and organization of the QA standards has changed for the 2004 QA cycle, there are only minor changes in the content of the standards, focusing on student services and accountability measures required in federal and state legislation. Administrative requirements that may not affect the quality of student services have been minimized in this current version. As a result, the number of indicators within each standard has been reduced. The following is a complete listing of indicators for residential programs:

Standard One: Transition

Indicator 1: Transition Services

Indicator 2: Testing and Assessment

Indicator 3: Student Planning

Standard Two: Service Delivery

Indicator 4: Academic Curriculum and Instruction

Indicator 5: Employability, Career, and Technical Curriculum and Instruction

Indicator 6: ESE and Related Services

Standard Three: Educational Resources

Indicator 7: Educational Personnel Qualifications and Professional Development

Indicator 8: Learning Environment and Resources

Standard Four: Contract Management

Indicator 9: School District Monitoring, Accountability, and Evaluation

The standards for day treatment programs have an extra indicator for attendance, and the standards for detention centers have two less indicators, excluding vocational curriculum and instruction and some transition and student planning requirements.

QA Review Protocol

2004 QA reviews are based on self-reported information submitted to JJEEP prior to the review and a two-day on-site visit. Larger programs may require more than one reviewer and more than a two-day review. In order to meet the requirements of NCLB, all programs will receive a two-day review regardless of *deemed* status. The on-site portion of the review focuses on student services to ensure that state and federal laws regarding juvenile justice education are being implemented appropriately. Reviewers will communicate with educational personnel regarding questions or concerns throughout the review and address any concerns at the exit meeting on the final day of the review.

Self-Reporting

In order to conduct two-day reviews, some of the information required for the rating of the standards will be obtained through a self-reporting process. School districts and programs will be required to submit pertinent documents and information to the JJEEP offices three weeks prior to the on-site QA review. The accuracy of this self-reported information will be verified on site during the two-day review process. Self-reported information to be requested will include teacher certifications and qualifications, inservice training records, teaching assignments, qualifications and duties of all educational support personnel, assessment information, program characteristics (such as size, location, provider, vocational level, security level, program type, and age range of students), course offerings, class schedules, bell schedules, school calendars, sample educational forms (such as student academic plans and transition plans), school district evaluations of the program, quarterly expenditure reports, a current contract and/or cooperative agreement, and brief descriptions of services provided (such as ESE, guidance, transition, and other educationally related services). In order to conduct a comprehensive QA review within two days, receiving self-reported information prior to the on-site review is critical. *Failure to submit self-reported information prior to the on-site QA review will negatively affect the QA rating of Indicator 9: School District Monitoring, Accountability, and Evaluation.*

QA Rating Guidelines

Prior to assessing the overall quality of an indicator, reviewers will determine if minimum requirements are met within each *benchmark*. Failure to meet minimum requirements within a single benchmark will result in a rating no higher than *low satisfactory* (4) for that indicator. Failure to meet minimum requirements within a single ***critical benchmark*** (identified in the appropriate indicator by boldfaced, underlined italics) will result in the entire indicator being assigned a below satisfactory (0-3) rating. The 11 critical benchmarks in the educational standards for residential commitment programs are:

1.1 (enrollment)

2.4 (FCAT participation)

3.1 (individual academic plans [IAPs])

2.1 (entry academic assessment)

2.5 (exit academic assessment and MIS reporting)

4.1 (individualized curriculum)

6.1 (individual educational plan [IEP] development)

6.2 (ESE services)

7.1 (teacher certification)

8.1 (300 minutes per day of instruction)

9.1 (data management)

Comparable critical benchmarks are highlighted in the detention and day treatment versions of the QA standards.

System Improvement Process

All indicators are considered *priority* indicators. Under the new system improvement process, juvenile justice educational programs identified as needing *targeted assistance* will receive follow-up technical assistance from the quality assurance reviewer and other appropriate personnel via mail and telephone, and these programs will be required to develop and submit *targeted assistance reports (TARs)*. Programs identified as needing *corrective action* will receive on-site technical assistance follow-up to assist the program in conducting needs assessments and developing *corrective action plans (CAPs)*, and to verify that system improvement is implemented in a timely manner. If a program is required to develop a CAP, all deficiencies will be addressed in the CAP, and a TAR will not be required.

Targeted Assistance Report (TAR)

- Programs that receive a below satisfactory (0 to 3) rating in any of the nine indicators will be required to develop and submit a TAR. All nine indicators are considered *priority* indicators.
- The school district will be notified during the exit interview regarding any indicators that require targeted assistance.
- If a TAR is required, JJEPP staff will collaborate via mail and telephone with the school district contact and the lead educator in the development of the TAR.
- TARs must be signed by the lead educator of the educational program and the designated school district contract manager and be submitted to JJEPP within 30 days of official notification that a TAR is required.
- School superintendent signatures will not be required for TARs.

Corrective Action Plan (CAP)

- The CAP will generate a process that will enable programs to identify systemic processes and procedures that may be contributing to a below satisfactory rating in any standard.
- CAPs will be required for all educational programs that receive a below satisfactory rating (lower than 4.00) in Standard One, Standard Two, or Standard Three.
- Programs with CAPs will conduct needs assessments of teachers, administrators, and students that will provide additional survey data relative to the quality of the program and needed areas of improvement.
- With assistance from JJEPP and DOE, the school district will then be responsible for the development of the CAP using the JJEPP format. The CAP must be approved by the superintendent and returned to JJEPP within 90 days following receipt of the official notification letter.
- School districts will be required to meet the timelines established in the State Board of Education rule for the implementation of CAPs. Superintendent signatures will be required for all CAPs.
- If a CAP is required, the program will receive a follow-up visit(s) that provides additional technical assistance and verifies that the program is successfully implementing the approved CAP.

- If a school district does not successfully implement a CAP, State Board of Education Rule 6A-6.05281(10), FAC, provides for interventions and sanctions.

Over the past six years, JJEPP and DOE have reviewed and revised the QA standards based on input from practitioners, new legislative requirements, and research findings. The 2004 version of the QA standards incorporates many of the requirements of NCLB focusing on student services and accountability. In the future, QA will continue the trend of focusing upon accountability, technical assistance, and program evaluation.

**Florida Department of Education
K-12 Public Schools**

**2004 Juvenile Justice Education
Quality Assurance Review Protocol and Standards
Conference Call**

December 16, 17, and 18, 2003
9:00 a.m.

Agenda

1. Welcome and Introductions
2. Overview of Changes to the Quality Assurance Process for 2004
3. Overview of Changes to the Quality Assurance Standards for 2004
4. Additional Comments and Feedback