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DJJ Accountability Updates

Presenter

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Topics

- Background Information
 - Statutory Requirements
- Current Ratings Model
 - Components
 - Methodology
- Proposed Amendments
 - Additional Components
 - Common Assessment Learning Gains
 - Common Assessment Data Integrity
 - Grade Advancement
 - Final Components
 - Proposed Methodology
 - Impact of Proposed Methodology
 - Additional Changes
 - School District Review Process
- Additional Information



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Background Information

Statutory Requirements

- **Section 1003.52(16), Florida Statutes (F.S.)**
 - Directs the Florida Department of Education to establish an accountability ratings system for Department of Juvenile Justice (DJJ) education programs.
- The proposed Common Assessment components were planned when the rule was first adopted, which occurred in 2018, but data were not available at that time.
 - These data are now available for running simulations and incorporating the three components pertaining to the Common Assessment.
- The statute also requires the DJJ Accountability Ratings system to include grade advancement.



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Current Ratings Model

Components

- There are currently eight components being used in the DJJ Accountability Ratings.

Learning Gains	K-12 Outcomes	Educator Quality	Post-K-12 Outcomes
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%)
FSA Mathematics (0% to 100%)	Industry Certifications (0% to 100%)		Employment (0% to 100%)
	Graduation (0% to 100%)		
Included in the 2016-17 Simulation		Added to the 2017-18 Simulation (2018-19 Informational Baseline)	

Methodology

- Ratings calculations are based on cut points and classification scores.
- Classification scores are calculated in each component based on different cut points for each program type.
- The average of these classification scores that have sufficient data are used to determine the final rating.

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



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Proposed Amendments

Additional Components

- In addition to the eight components listed on slide 7, the Department of Education is proposing four new components:
 - Common Assessment Mathematics Learning Gains
 - Common Assessment Reading/English Language Arts Learning Gains
 - Common Assessment Data Integrity (pre- and post-test data)
 - Grade Advancement

Common Assessment Learning Gains

- The percentage of eligible students demonstrating learning gains on the common assessment.
 - Calculated separately for reading/English language arts and mathematics
- We will look at students that have both pre- and post-test data for each subject.
 - We will use data from the student's first valid pre-test (in which they answered at least 6 questions) and data from the student's last valid post-test (in which they answered at least 6 questions) to determine the denominator.
- If the percentage of the post-test is greater than the percentage of the pre-test, this student will be included in the numerator for learning gains for each subject.

Common Assessment Data Integrity

- The percentage of eligible released students who have both pre- and post-test data on the common assessment for the same program placement.
- Any student in a DJJ program for 40 days or greater will automatically fall into the denominator twice, once for reading/English Language Arts and once for mathematics.
- Any student in the denominator with a pre- and post-test will count in the numerator up to twice, once per subject.
- Any student who was in the DJJ program less than 40 days, but has both assessments, will be included in both the numerator and denominator for the respective subject(s) for which they have pre- and post-test data.

Grade Advancement

- The percentage of eligible students who returned to public school and improved their grade level following attendance in a DJJ education program, or who earned a standard high school diploma or equivalent in the cohort year or the subsequent year.
- This component will look at students who were enrolled in a non-DJJ school in the year before and the year after the cohort year.
 - Students who were found to be in different districts the year before and the year after will be excluded.
- Students that have advanced one or more grade levels between years will be included in the numerator for this component.
- Students who earned a standard high school diploma or equivalent in the cohort year or the subsequent year will be added to both the numerator and denominator

Final Components

Learning Gains	K-12 Outcomes	Educator Quality	Post-K-12 Outcomes	Data Integrity
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%)	Data Integrity (0% to 100%)
FSA Mathematics (0% to 100%)	Industry Certifications (0% to 100%)		Employment (0% to 100%)	
Common Assessment Reading/English Language Arts (0% to 100%)	Graduation (0% to 100%)			
Common Assessment Mathematics (0% to 100%)	Grade Advancement (0% to 100%)			

Initial 2019-20 Simulation Results

Rating	Initial 2019-20 Results	
	Number	Percent
Commendable	5	6%
Acceptable	73	89%
Unsatisfactory	4	5%
Total	82	

Proposed Methodology

- Rather than utilizing classification scores, the proposed model will rely on the percent of possible points to determine the final rating.
- The number of points earned for each component with sufficient data are summed and then divided by the number of components with sufficient data to determine the percent of possible points for the final rating.
- Final ratings of Commendable, Acceptable, or Unsatisfactory are designated based on program type using the cut points on the next slide.

Proposed Methodology (Cont.)

- The proposed cut points for the final ratings are as follows:

Program Type	Commendable		Acceptable		Unsatisfactory	
	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum
Prevention	100%	62%	61%	51%	50%	0%
Intervention	100%	60%	59%	51%	50%	0%
Nonsecure Residential	100%	70%	69%	60%	59%	0%
Secure Residential	100%	65%	64%	54%	53%	0%

Example for Calculating the DJJ Accountability Rating

Learning Gains	K-12 Outcomes	Educator Quality	Post-K-12 Outcomes	Data Integrity
FSA English and Language Arts 39%	Increased Attendance 38%	Core Courses Taught by Qualified Teachers 100%	Postsecondary Enrollment 0%	Data Integrity 21%
FSA Mathematics 26%	Industry Certifications N/A		Employment 91%	
Common Assessment Reading/English Language Arts 70%	Graduation 79%			
Common Assessment Mathematics 64%	Grade Advancement 100%			

Total Points Earned	Total Components	Percent of Total Possible Points	DJJ Program Type	Rating
628	11	57%	Intervention	Acceptable

Impact of Proposed Methodology

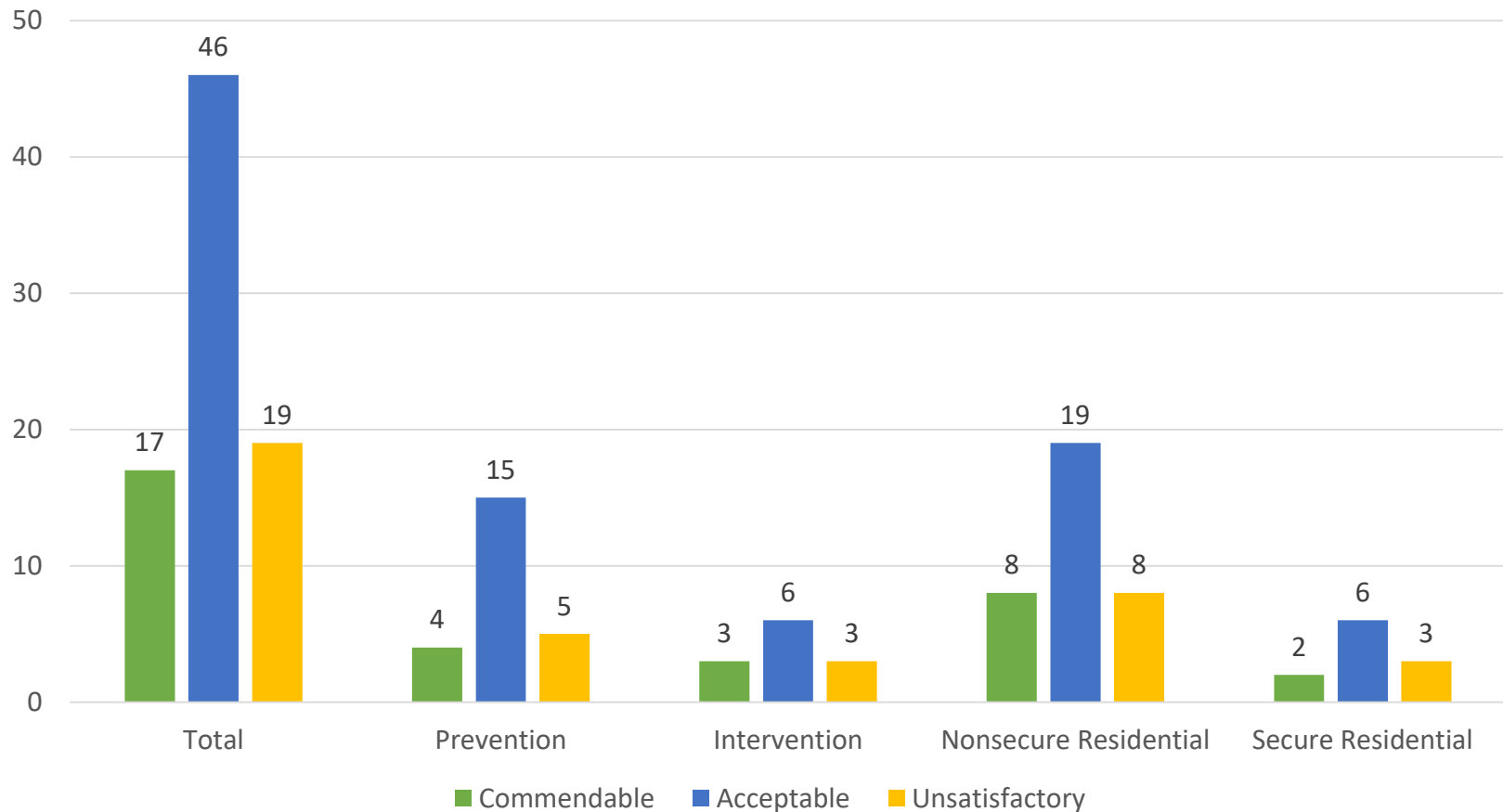
- The table below shows the simulated impact for all DJJ programs:

		2019-20 Simulation with Additional Components			
		Commendable	Acceptable	Unsatisfactory	Total
2018-19 Baseline	Commendable	3	2	0	5
	Acceptable	11	37	12	60
	Unsatisfactory	1	7	6	14
	Total	15	46	18	79

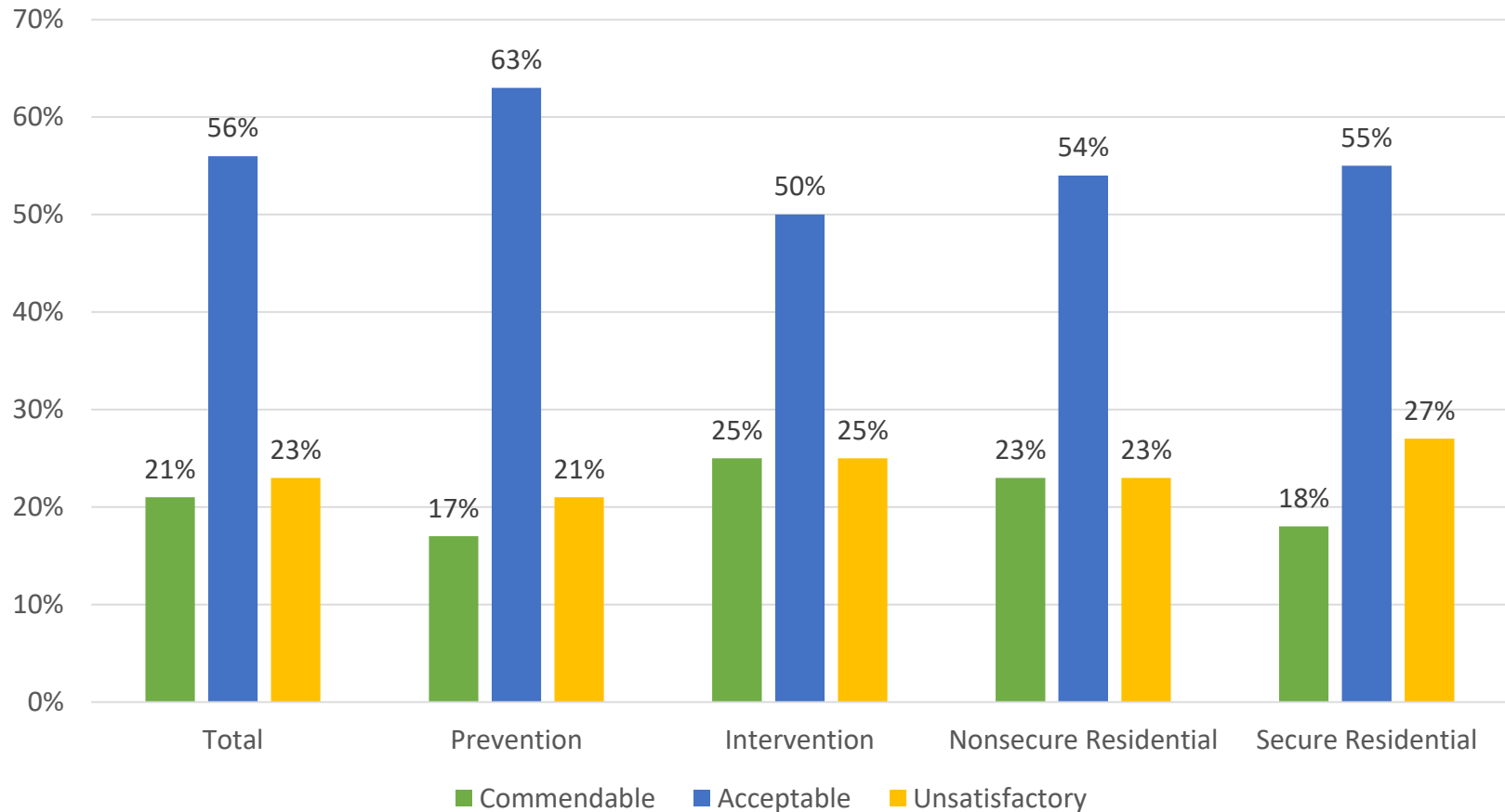
2019-20 Impact by DJJ Program Type

	All DJJ Programs		Prevention		Intervention		Non-Secure Residential		Secure Residential	
Increased Rating	19	24%	4	18%	2	17%	10	29%	3	27%
Stayed the Same	46	58%	16	73%	9	75%	17	50%	4	36%
Decreased Rating	14	18%	2	9%	1	8%	7	21%	4	36%
Total	79		22		12		34		11	

2019-20 Simulated Results by DJJ Program Type



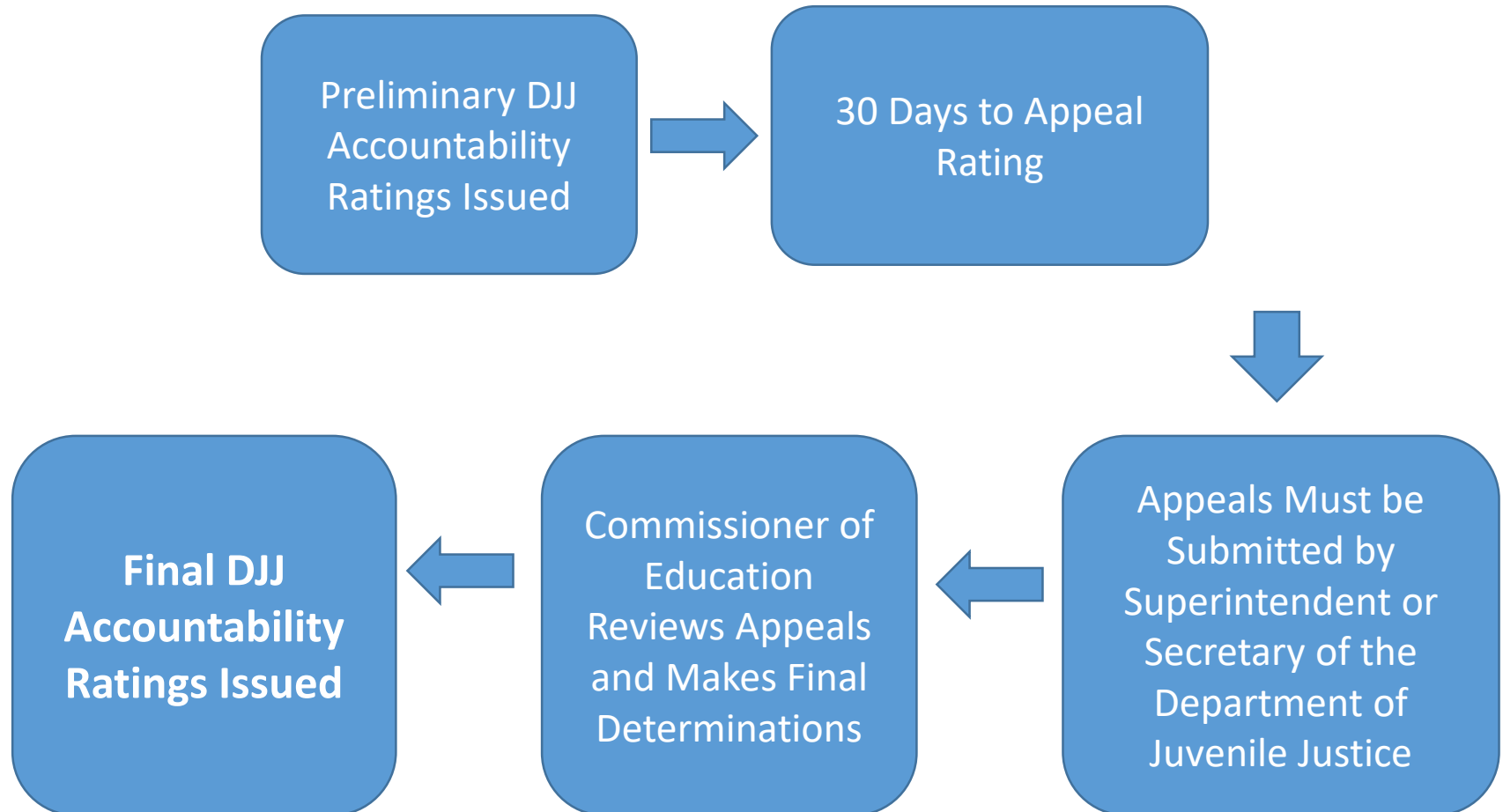
2019-20 Simulated Results by DJJ Program Type



Additional Changes

- The term “Employment” will be defined as a student that was employed within one year after release from a DJJ education program. Employment data come from the Florida Education and Training Placement Information Program (FETPIP) data collection system established under section 1008.39, F.S. Florida unemployment/insurance (U/I) quarterly wage data are used to determine employment of the individual.
- Finally, to better align the DJJ accountability system with our existing accountability systems, districts will have the opportunity to appeal DJJ accountability ratings prior to the release of the final ratings.

School District Review Process



Additional Information

- The proposed amendments to this rule will be presented before the State Board of Education on Wednesday, September 23, 2020, at 9:00 am (ET). Information on the location of the meeting can be found at the following link:
<http://www.fldoe.org/policy/state-board-of-edu/meetings/>.
- All documents related to the proposed amendments and the development of this rule can be found at the following link:
<http://www.fldoe.org/accountability/accountability-reporting/accountability-rules.shtml>.