

2019-20 Guide to Calculating DJJ Accountability Ratings



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Overview

Pursuant to Section (s.) 1003.52(16), Florida Statutes (F.S.), Department of Juvenile Justice (DJJ) accountability ratings are required to be implemented as part of Florida’s school accountability system. The system was initially established with the adoption of Rule 6A-1.099812, Florida Administrative Code (F.A.C.), by the State Board of Education in September 2018, and included eight components in the calculation of informational baseline DJJ accountability ratings. In September 2020, the DJJ accountability rating calculation was revised to simplify the calculation and incorporate four additional measures for which data were unavailable when it was initially developed. DJJ accountability ratings are calculated for DJJ prevention, intervention (day treatment), nonsecure residential, and secure residential (both high- and maximum-risk) programs, and they are based upon the restrictiveness level of the DJJ education program as defined by s. 985.03(44), F.S.

The purpose of this technical guide is to provide a description of the procedures used to determine DJJ accountability ratings for the 2019-20 school year, as set forth in State Board of Education Rule 6A-1.099812, F.A.C. This guide does not replace or supersede the rule or statute. It is intended to provide the reader with an explanation of the methodology for establishing ratings, as set forth in rule and statute.

The DJJ Accountability Ratings model focuses on the following measures:

- Learning gains
- K-12 outcomes
- Educator quality
- Post-K-12 outcomes
- Data integrity

Table 1. 2019-20 DJJ Accountability Ratings Model

Learning Gains	K-12 Outcomes	Educator Quality	Post-K-12 Outcomes	Data Integrity
FSA/FSAA English Language Arts (0% to 100%)	Increased Attendance (0% to 100%)	Core Courses Taught by Eligible Teachers (0% to 100%)	Postsecondary Enrollment (0% to 100%)	Data Integrity (0% to 100%)
FSA/FSAA 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%)			

Components

Programs that receive a DJJ Accountability Rating will receive the rating based on up to 12 components, and schools will be rated on only those components for which they have sufficient data. Sufficient data exists when at least 10 students are eligible for inclusion in the calculation of the component. Eligibility criteria are described within this guide.

Two FSA/FSAA Learning Gains Components – These components include learning gains on the Florida Standards Assessment (FSA)/Florida Standards Alternative Assessment (FSAA) English Language Arts (ELA) and FSA/FSAA Mathematics. These components include student performance on statewide, standardized assessments, including the comprehensive assessments and end-of-course (EOC) assessments for the current year and the prior year, measuring student growth from one year to the next

Two Common Assessment Learning Gains Components – These components include learning gains on the Common Assessment Reading/ELA and Common Assessment Mathematics, measuring student growth from entry exam to exit exam.

Four K-12 Outcomes Components – These components include measures for improvement in attendance, grade advancement, graduation, and industry certifications received.

Educator Quality – This component measures the number of core courses taught by qualified teachers.

Two Post-K-12 Outcomes Components – These components include measures for postsecondary enrollment and post-k-12 employment.

Data Integrity – This component measures the integrity of the data based on compliancy with testing students on both an entry and exit exam.

The points earned for each component are added together and divided by the total number of available points to determine the percentage of points earned.

DJJ Accountability Rating Percentages

Accountability ratings shall be assigned to programs based on the percentage of possible points earned by program type as shown in Table 2.

Table 2. DJJ Accountability Rating Percentages by Program Type

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%

Identification of DJJ Education Programs

A program that is operated by or under contract with the Department of Juvenile Justice that provides educational services to students receiving prevention, day treatment, or residential commitment

services designated within s. 985.04(44), F.S. A list of DJJ programs included in the Accountability Rating System and their program type are provided by the Florida Department of Education (FDOE) to the DJJ leadership each year for review and approval based on the information reported on the MSID file. Detention centers and jails are excluded from the DJJ Accountability Rating System.

Resources

The statutory requirement for the DJJ accountability rating system can be found at the following link: [s. 1003.52\(16\), F.S.](#)

The State Board of Education Rule that outlines the framework for the DJJ Accountability Rating system is at the following link: [Rule 6A-1.099812, F.A.C.](#)

The statutory authority for the Florida Education and Training Placement Information Program (FETPIP) data collection system is at the following link: [s. 1008.39, F.S.](#)

The list of core courses offered within the DJJ education program on the core course list is in Appendix S of the Automated Student Information System at the following link:

<http://www.fldoe.org/core/fileparse.php/18496/urlt/1718-appends.pdf>

The lists of approved industry certifications are at the following links:

<http://www.fldoe.org/core/fileparse.php/35/urlt/1718icfl-SBE.pdf> and

<http://fldoe.org/core/fileparse.php/8904/urlt/1819icfl.pdf>.

DJJ Accountability Rating System

Schools to be Rated

A school that is considered a DJJ education program is assigned an initial rating of Commendable, Acceptable, or Unsatisfactory, if it has sufficient data for at least one of the 12 possible components. A school shall receive a rating based solely on the components for which it has sufficient data. Sufficient data exists when at least 10 students are eligible for inclusion in the calculation of the component. If a school has less than 10 eligible students with data for a particular component, that component will not be calculated for the school.

Eligible Students

A student is considered an eligible student when their length of stay within the same DJJ education program is at least 40 calendar days, which can include consecutive stays, as long the beginning of the stay and end of the stay are in the same cohort year. Consecutive stays in the same program will be treated as a single, continuous program enrollment if:

- Attendance dates overlap;
- The Attendance gap between stays is 30 days or less; or
- The Attendance gap reflects a summer break and the student re-enrolls in the same DJJ education program during the following term.

Cohort Year

For the 2019-20 DJJ Accountability Ratings, the cohort year is the 2017-18 fiscal year that ran from July 1, 2017 to June 30, 2018.

DJJ Accountability Rating Components

The DJJ accountability rating components shall be calculated as a percentage; the possible points are listed by the component.

K-12 Outcome Components

The K-12 outcome components measure the expected performance of students in school. These outcomes include increased attendance, graduation, and, for secure residential students, industry certifications received. Each K-12 outcome component is worth 100 points and is based on the percentage of students who meet the criteria to fall into the numerators, which are outlined below, respectively.

Increased Attendance (100 Points)

Denominator – The following students are included in the denominator:

- Eligible students in the cohort year who have non-DJJ program attendance data in both the previous and subsequent years reported to the FDOE.

Numerator – The following students are included in the numerator:

- Students included in the denominator whose percentage of days present in a non-DJJ program in the subsequent year are greater than the percentage of days present in a non-DJJ program in previous year.
- Students included in the denominator whose percentage of days present in the subsequent year are 95% or greater.

Graduation (100 points)

Denominator – The following students are included in the denominator:

- Eligible students in 12th grade in the cohort year.
 - Students who transfer out-of-state, to a private school or home school, or are reported as deceased in the cohort year and did not graduate prior to these events, are excluded.
- Students who are not in 12th grade, but are reported as having earned a Florida standard diploma, performance-based diploma, or equivalent (GED) in the cohort year.

Numerator – The following students are included in the numerator:

- Students included in the denominator who earn a Florida standard diploma, performance-based diploma, or equivalent (GED) in the cohort year or subsequent year.
 - Diploma codes can be found on pages 12-14 of this document.

Grade Advancement (100 points)

Denominator – The following students are included in the denominator:

- Eligible students in the cohort year who have grade-level data for a non-DJJ program in both the previous and subsequent years reported to FDOE.
 - The grade-level information at the non-DJJ programs must be reported at the same district for both years to meet this requirement.
 - Students are included once for each DJJ education program for which they met the eligibility requirement.

Numerator – The following students are included in the numerator:

- Students in the denominator who have been reported with a grade level in the subsequent year that is a higher grade level than in the previous year.
- Students who earn a Florida standard diploma, performance-based diploma, or equivalent (GED) in the cohort year or subsequent year.

Industry Certification (100 points)

Denominator – The following students are included in the denominator:

- Eligible students enrolled at a secure residential program in the cohort year.
 - Students who were reported as transfer out-of-state, transfer to private school or home school, or deceased in the cohort year are excluded unless they were still reported as having earned an industry certification.

Numerator – The following students are included in the numerator:

- Students in the denominator who complete a CAPE-approved, FTE eligible industry certification in the cohort year or subsequent year.

Educator Quality Component

The educator quality component measures the expected number of core courses that are taught by a qualified teacher. The qualified teacher component is worth 100 points and is based on the percentage of courses that meet the criteria to fall into the numerator, which is outlined below.

Qualified Teachers (100 points)

Denominator – The following courses are included in the denominator:

- Core courses reported in the cohort year on Surveys 1, 2, 3, or 4 with student enrollment by class period. The core course list is found in Appendix S of the Automated Student Information System.

Numerator – The following courses are included in the numerator:

- Courses in the denominator that are taught by a teacher who was reported as qualified, or “in-field,” for the course subject, as outlined in Rule 6A-1.0503, F.A.C. by the district.

Post-K-12 Outcome Components

The post-K-12 outcome components measure the expected employment and/or enrollment of students in postsecondary institution. Each post-K-12 outcome component is worth 100 points and is based on the percentage of students who meet the criteria to fall into the numerators, which are outlined below, respectively.

Postsecondary Enrollment (100 points)

Denominator – The following students are included in the denominator:

- Eligible students who are released from a DJJ education program and earn a standard diploma, performance-based diploma or equivalent (GED) in the cohort year.
- Students who were reported as transfer out-of-state in the cohort year but were still enrolled in a postsecondary institution in the cohort year or subsequent year.

- Students who were reported as deceased in the cohort year but were still enrolled in a postsecondary institution in the cohort year.
- Released students who are reported as enrolled in a postsecondary institution in the cohort year but not reported as having graduated in the cohort year.

Numerator – The following students are included in the numerator:

- Students in the denominator who enroll in a postsecondary institution in the cohort year or subsequent year.
 - Students who do not graduate in the cohort year will only count in the numerator if they enrolled in a postsecondary institution in the subsequent year.

Employment (100 points)

Denominator – The following students are included in the denominator:

- Eligible students who are released from a DJJ education program in the cohort year and are at least 16 years of age.
- Students who meet any of the following conditions are excluded, unless they are reported with employment:
 - Students who are younger than 16 years of age at time of release;
 - Students who are enrolled in a PK-12 or postsecondary institution after release; or
 - Students who are reported as transfer out-of-state, transfer to private school or homeschool, or deceased in the cohort year or subsequent year.

Numerator – The following students are included in the numerator:

- Students in the denominator who have reported wages the quarter of their release or in any of the four quarters following release from a DJJ education program.

Learning Gains Components

The learning gains components measure the expected performance of students on standardized tests. These outcomes include FSA/FSAA English Language Arts and Mathematics learning gains, and Common Assessment Reading/English Language Arts and Mathematics learning gains. Each learning gains component is worth 100 points and is based on the percentage of students who meet the criteria to fall into the numerators, which are outlined below, respectively. A complete description of the methodology for calculating learning gains can be found on pages 8-14 in the [2017-18 Guide to Calculating School Improvement Ratings](#). It is important to note that the three-year aggregate rule described on page four in the linked document does not apply to the DJJ Accountability Ratings.

FSA/FSAA English Language Arts Learning Gains (100 points)

Denominator – The following students who meet the eligibility requirement prior to the testing window are included in the denominator:

- Students with a valid cohort-year assessment score and a valid prior-year assessment score, who tested on or above their enrollment grade level in the cohort year.
 - Students who met the grade 10 assessment graduation requirement prior to the cohort-year Spring FSA ELA testing window and who did not make a learning gain are not included.

- Students must have one (1) valid combination of cohort-year and prior-year assessments (refer to Table 1 in the 2017-18 Guide to Calculating School Improvement Ratings).
 - If a student took both the FSA ELA and the FSAA ELA in the current year, then the FSA ELA score is the score that is used.
 - If the student took the FSA ELA in the current year and only the WIDA ACCESS in the prior year and if the student has been in a school in the United States for less than two (2) years, then the WIDA ACCESS score is used for learning gains.
- Students enrolled in grades 9-12 who do not have cohort-year learning gains based on statewide standardized assessment results, scored an Achievement Level 1 or 2 in the prior year on either the FSA ELA or FCAT 2.0 Reading Retake assessments, and who earned an eligible concordant score between June 1, 2017, and May 31, 2018, that can be used to calculate learning gains.
- The FCAT 2.0 Reading Retake assessment was last administered in the 2017-18 school year. The 2018-19 school year is the last year these assessments are included for learning gains.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator who make a gain according to Tables 3-5 on pages 8-9 in the 2017-18 Guide to Calculating School Improvement Ratings, as applicable, to determine gains for students who remained in the same achievement level below Level 5 for the FSA and remained in the same achievement level below Level 4 for the FSAA.
- Students enrolled in grades 9-12 who do not have cohort-year learning gains based on statewide standardized assessment results, scored an Achievement Level 1 or 2 in the prior year on either the FSA ELA or FCAT 2.0 Reading Retake assessments, and who earned an eligible concordant score between June 1, 2018, and May 31, 2019, that can be used to calculate learning gains.
 - The FCAT 2.0 Reading Retake assessment was last administered in the 2017-18 school year. The 2018-19 school year is the last year these assessments are included for learning gains.

FSA/FSAA Mathematics Learning Gains (100 points)

Denominator – The following students who meet the eligibility requirement prior to the testing window are included in the denominator:

- Students with a valid cohort-year assessment score and a valid prior-year assessment score, who tested on or above their enrollment grade level in the cohort year.
- Students must have a valid combination of cohort-year and prior-year assessments (refer to Table 2 in the 2017-18 Guide to Calculating School Improvement Ratings).
 - Criteria for inclusion in cohort-year mathematics percent tested apply to the cohort-year assessment for inclusion in learning gains (see pages 8-9 of the 2017-18 Guide to Calculating School Improvement Ratings).
 - Students with valid combinations for multiple mathematics assessments will be included only once in the denominator.
- Students without a cohort-year, first-time assessment, enrolled in an EOC course who retake the same EOC from the prior year.
 - This applies to both the FSA EOCs and FSAA EOCs.
- Students who do not have cohort-year learning gains based on statewide, standardized assessment results, who scored an Achievement Level 1 or 2 in the prior year on either the FSA Mathematics, FSA Algebra 1 EOC, or FSA Geometry EOC, and who earned an eligible

comparative score between June 1, 2018, and May 31, 2019, that can be used to calculate learning gains.

Numerator – The following students are included in the numerator:

- Students who are included in the denominator and make a gain according to pages 8-9 in the 2017-18 Guide to Calculating School Improvement Ratings.
 - For students with a prior-year FSA Mathematics assessment and a cohort-year FSA Mathematics assessment, use Table 8 in the 2017-18 Guide to Calculating School Improvement Ratings to determine gains for students who remained in the same achievement level below Level 5.
 - For students who took an FSA EOC, use Table 8 in the 2017-18 Guide to Calculating School Improvement Ratings to determine gains.
 - For students with a prior-year FSAA Mathematics assessment and a cohort-year FSAA Mathematics assessment, use Table 9 in the 2017-18 Guide to Calculating School Improvement Ratings to determine gains for students who remained in the same achievement level below Level 4.
- Students with valid combinations for multiple mathematics assessments who have demonstrated learning gains for more than one (1) assessment will be included only once in the numerator.
- Students who do not have cohort-year learning gains based on statewide, standardized assessment results, who scored an Achievement Level 1 or 2 in the prior year on either the FSA Mathematics, FSA Algebra 1, or FSA Geometry EOC, and who earned an eligible comparative score between June 1, 2018, and May 31, 2019, that can be used to calculate learning gains.

Common Assessment Reading/ELA Learning Gains (100 points)

Denominator – The following students are included in the denominator:

- Eligible students who have a valid entry and a valid exit exam in the respective subject.
- Students enrolled in a DJJ education program less than 40 days who have a valid entry and a valid exit exam in the respective subject.

Numerator – The following students are included in the numerator:

- Students who are in the denominator who have demonstrated an improvement in percentage of questions answered correctly on the exit exam compared to the entry exam.

Common Assessment Mathematics Learning Gains (100 points)

Denominator – The following students are included in the denominator:

- Eligible students who have a valid entry and a valid exit exam in the respective subject.
- Students enrolled in a DJJ education program less than 40 days who have a valid entry and a valid exit exam in the respective subject.

Numerator – The following students are included in the numerator:

- Students who are in the denominator who have demonstrated an improvement in percentage of questions answered correctly on the exit exam compared to the entry exam.

Data Integrity Component

The data integrity component measures the expected number of Common Assessment entry and exit exams given by DJJ education programs. The data integrity component is worth 100 points and is based on the percentage of students who meet the criteria to fall into the numerator, which is outlined below.

Data Integrity (100 points)

Denominator – The following students are included in the denominator:

- Students who are reported with a length of stay of at least 40 days and are released from the DJJ education program.
 - Students will count in the denominator twice since it is expected they will test in both Reading/ELA and mathematics.
- Students who are reported with a length of stay shorter than 40 days and who also have data for an entry exam and an exit exam.
 - These students will only count in the denominator for the subject for which they have test data.

Numerator – The following students are included in the numerator:

- Students in the denominator who have data reported for both an entry exam and an exit exam.
 - Students can count up to twice in the numerator.

Procedures for Calculating DJJ Accountability Ratings

A DJJ Accountability Rating of Commendable, Acceptable, or Unsatisfactory shall be calculated based on the percentage of possible points earned by each DJJ education program for the components applicable. In the calculation of a DJJ Accountability Rating, 100 points are available for each component with sufficient data, with one point earned for each percentage of students meeting the criteria for the component. The points earned for each component shall be expressed as whole numbers by rounding the percentages.

The DJJ Accountability Rating is determined by summing the points earned for each component and dividing this sum by the total number of available points for all components with sufficient data. The percentage resulting from this calculation will be expressed as a whole number.

Ratings shall be assigned to DJJ education programs based on the percentage of total applicable points earned as outlined in Table 2.

DJJ education programs that do not have sufficient data for any of the components will not receive a DJJ Accountability Rating.

School District Responsibility and Review Process

Each school district shall be responsible for providing the FDOE with accurate, complete, and timely school district data so that the FDOE can calculate DJJ accountability ratings in accordance with the requirements of s. 1003.52(16), F.S., and Rule 6A-1.099812, F.A.C. In accordance with paragraph (6)(b) of the rule, each school district superintendent must designate a DJJ education program accountability contact person who is responsible for working with the DJJ education programs and other reporting entities to ensure accuracy and timeliness of the data submitted to the department by the district for use in the DJJ accountability ratings system.

For the 2017-18 DJJ accountability ratings, the appeal process described below shall serve as the review process.

Based upon the data provided by school districts, the FDOE will create data files (i.e., INDV files) from which preliminary ratings will be calculated and will provide school districts with the preliminary ratings for the DJJ education programs in the district. Districts shall be afforded an opportunity to contest or appeal a preliminary DJJ accountability rating within 30 days of the release of the rating. All appeals must be submitted to the FDOE by the district superintendent. This ensures that the cooperation necessary for quality control and data accuracy that needs to take place between DJJ education providers and districts occurs.

A successful rating appeal requires that the district clearly demonstrate the following:

- Due to the omission of student data, a data miscalculation, or a special circumstance beyond the control of the district, a different rating would be assigned to a school.

An appeal will not be granted under the following circumstances:

- It was not timely received.
- It was not submitted by the district superintendent.
- It would not result in a different rating, if granted.
- It relies on changes made that could have been corrected prior to the calculation of the DJJ accountability ratings.

In order to ensure that districts have the opportunity to submit and review data upon which ratings are calculated, the FDOE shall annually publish the timeframes and deadlines for these activities at <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>.

Diploma Codes

A full list of withdrawal codes can be found in Appendix A: Attendance Recordkeeping Required Codes for Grades PK-12 Students and in Appendix B: Attendance Recordkeeping Required Codes for Adult Students for the Automated Student Information System [2017-2018](#) and [2018-2019](#).

Withdrawal Code	Diploma Type and Definition
W06	Any student who graduated from school and met all of the requirements to receive a standard diploma.
W07	Any student who graduated from school with a special diploma based on option one - as referenced in State Board of Education Rule 6A-1.09961.
W08	Any student who received a (24-credit option) certificate of completion. The student met the minimum credits and local requirements, but did not pass the state approved graduation test or a concordant and/or comparative score, and/or did not achieve the required GPA.
W8A	Any student who met all of the requirements to receive a standard diploma (24-credit option) except passing the State approved graduation test and received a certificate of completion and is eligible to take the common placement test and be admitted to developmental education or credit courses at a state community college as appropriate.
W8B	Any student who received a certificate of completion. The student met the minimum credits, but did not pass the state approved graduation test or a concordant and/or comparative score, and/or did not achieve the required GPA.
W09	Any student who received a special certificate of completion, is properly classified as an eligible exceptional education student, met applicable local requirements, and was unable to meet appropriate special state minimum requirements.
W10	Any student who completed the Performance-Based Exit Option Model Program requirements, passed the Performance-Based Exit Option Tests and the state approved graduation test, and was awarded a State of Florida High School Performance-Based Diploma.
W27	Any student who graduated from school with a special diploma based on option two-mastery of employment and community competencies.
W43	Any adult student who graduated from school with a standard diploma, 24-Credit Option.
W45	Any adult student who left school with a State of Florida diploma (GED).
W52	Any adult student who graduated from school with a standard diploma and satisfied the graduation test requirement through a concordant and/or comparative score, 24-credit option.
W54	Adult standard high school diploma (ACCEL) 18-credit option.
W55	Adult standard high school diploma (ACCEL), state concordant and/or comparative score, 18-credit option.
WD1	Any student with disabilities who met all of the requirements to receive a standard diploma who deferred receipt of the diploma to remain eligible for FAPE, per section 1003.4282(10)(c), F.S.

Withdrawal Code	Diploma Type and Definition
WFT	Any student who graduated from school with a standard diploma and satisfied the state approved graduation test requirement through a concordant and/or comparative score.
WFW	Any student with disabilities who graduated from school with a standard diploma and an FCAT Waiver.
WGA	Any student who completed the Performance-Based Exit Option Model Program requirements, passed the Performance-Based Exit Option Tests, satisfied the state approved graduation test requirement through a concordant and/or comparative score, and was awarded a State of Florida High School Performance-Based Diploma.
WGD	Any student who completed the Performance-Based Exit Option Model Program requirements and passed the Performance-Based Exit Option Tests, but did not pass the state approved graduation test and was awarded a State of Florida diploma.
WPR	For displaced Puerto Rican juniors and seniors who chose to graduate under the Puerto Rico high school graduation option.
WRW	Any student with disabilities who graduated from school with a standard diploma and a Statewide Standardized Assessment Results Waiver.
WXL	Any student who graduated from school and met all of the requirements to receive a standard diploma based on the Academically Challenging Curriculum to enhance Learning (ACCEL) options, F.S. 1002.3105(5).
WXT	Any student who graduated from school and met all of the requirements to receive a standard diploma based on the Academically Challenging Curriculum to enhance Learning (ACCEL) options, F.S. 1002.3105(5) and satisfied the state graduation test requirement through an approved <u>state concordant and/or comparative score</u> .
WXW	Any student with disabilities who graduated from school and met all of the requirements to receive a standard diploma based on the Academically Challenging Curriculum to enhance Learning (ACCEL) options, F.S. 1002.3105(5) and satisfied the state graduation test requirement with an approved <u>statewide assessment waiver</u> .