2022-23 Guide to Calculating DJJ Accountability Ratings

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Updated March
2023

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Overview

Pursuant to Section (s.) 1003.52(16), Florida Statutes (F.S.), Department of Juvenile Justice (DJJ) accountability ratings for education programs 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 2022-23 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. 2022-23 DJJ Accountability Ratings Model

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

Components

Programs that receive a DJJ Accountability Rating will receive the rating based on up to 10 components, and DJJ education programs 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 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 the Course Code Directory Narrative found at the following link: https://www.fldoe.org/core/fileparse.php/7746/urlt/CCDNarrative2021.pdf

The lists of approved industry certifications are at the following links: https://www.fldoe.org/core/fileparse.php/8904/urlt/2122icfl.pdf and

https://www.fldoe.org/core/fileparse.php/8904/urlt/2021icfl.pdff.

The Florida Higher Education System for postsecondary enrollment are at the following links:

- The Florida District Postsecondary Institutions (51 technical colleges) - http://www.fldoe.org/academics/career-adult-edu/dist-ps-instit.stml

- The Florida College System (28 colleges) - http://www.fldoe.org/schools/higher-ed/fl-college- system

- The State University System of Florida (12 universities) – https://www.flbog.edu/universities/

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 as 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 2022-23 DJJ Accountability Ratings, the cohort year is the 2020-21 fiscal year that ran from July 1, 2020 to June 30, 2021.

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 earned. 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 attendance data from public schools that are not DJJ education programs from both the year previous and the year subsequent to their release from the DJJ education program that was 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 public school that is not a DJJ education program in the subsequent year are greater than the percentage of days present in a public school that is not a DJJ education program in the 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 page 9 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 public school that is not a DJJ education program from both the year previous and the year subsequent to their release from the DJJ education program that was 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 in a secure DJJ 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 the Course Code Directory Narrative referenced on page 3 of this document.

    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, as well as 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 Florida 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 Florida 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 the 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.

Common Assessment Reading/ELA Learning Gains (100 points)

If a student has taken an entry assessment multiple times during one stay, for the learning gains component the earliest, valid assessment will be used. Subsequently, if a student has taken an exit assessment multiple times during one stay, the most recent, valid assessment will be used.

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 2022-23 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 and Appendix B for the Automated Student Information System.

2020-21 Student Information System Appendix A: Attendance Recordkeeping Required Codes for Grades PK-12 Students
2020-21 Student Information System   Appendix B: Attendance Recordkeeping Required Codes for Adult Students
2021-22 Student Information System Appendix A: Attendance Recordkeeping Required Codes for Grades PK-12 Students
2021-22 Student Information System   Appendix B: Attendance Recordkeeping Required Codes for Adult Students