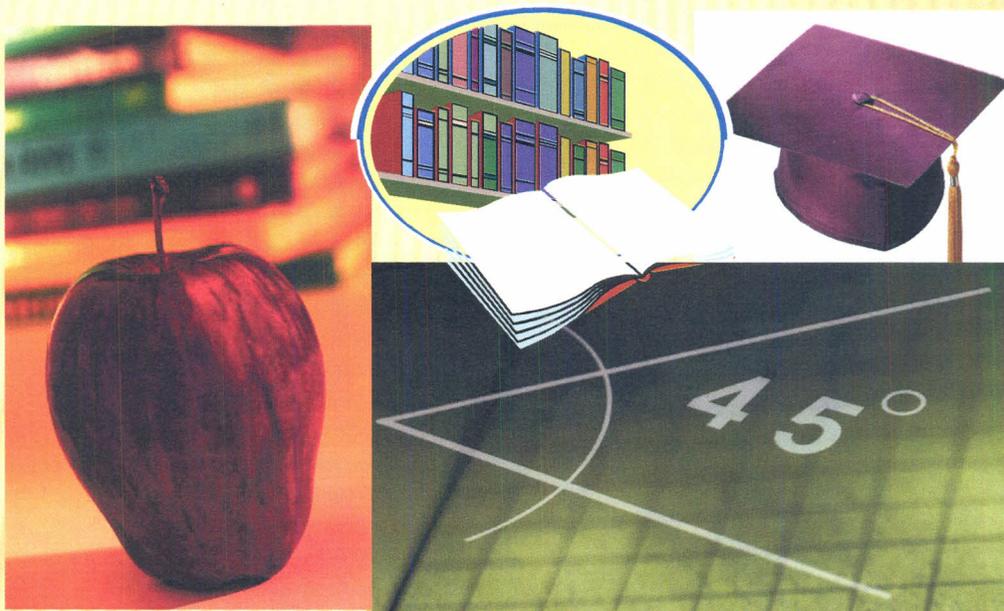


THE  
EDUCATION  
COORDINATING  
COUNCIL  
FOR  
JUVENILE SERVICES  
EDUCATIONAL  
PROGRAMS

Annual  
Report



FY2011

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## **Introduction**

The Education Coordinating Council for Juvenile Services Education Programs was established in 2004 by Education Article §22-305 to provide oversight for the development and implementation of the Juvenile Services Education Program provided by the Maryland State Department of Education in Department of Juvenile Services facilities. The Council resides within the Maryland State Department of Education (MSDE) for administration and budgetary purposes and is chaired by State Superintendent of Schools. The Council's responsibilities are outlined in Education Article §22-305 of the Maryland State Annotated Code. The Council "shall develop, recommend, and approve educational programs for each residential facility" operated by the Department of Juvenile Services. The Council is required by Education Article §22-306 to submit a report on its activities to the Governor and, in accordance with §2-1246 of the State Government Article, to the General Assembly.

The Council met on November 3, 2010 and discussed the Juvenile Services Education Program academic, special education, CTE programs. Additionally, the Council proposed regulations for conduct and management of the Juvenile Services Education Program. Discussions were held to explore the possible implementation of a new school year structure and the procurement of substitute teachers for JSE schools.

The Council met on May 19, 2011 and was updated on the MSDE assumption of the Cheltenham Youth Facility and of the remaining DJS facility education programs. Council members received an update on the FY 2010 Annual Report and Action/Discussion Items from the November 2010 meeting. Finally, Council members participated in activities to develop a Juvenile Services Education Work Plan.

## **Need**

Approximately 3,000 youth were served by the MSDE Juvenile Services Education program operating at the Charles H. Hickey Jr. School (CHHS), Baltimore City Juvenile Justice Center (BCJJC), Lower Eastern Shore Children's Center (LESCC), Victor Cullen Center (VCC), J. DeWeese Carter Center (CCC), and the Western Maryland Children's Center (WMCC). At entry, the average reading and math scores for this population reveal substantial deficits in these areas. The majority of students assessed fell below the 50<sup>th</sup> percentile on education assessments and a significant number fell below the 25<sup>th</sup> percentile. Additionally, approximately 55% of the student population arrived at the facilities with documented education disabilities. Of the students identified with disabilities, nearly 50% are designated with an Emotional Disability and 25% as having a Learning Disability. Given the average stay of these youth at the various facilities of 15 to 225 days, and the unique instructional challenges illustrated by the population, the need for effective and well planned instruction is evident.

## **Statutory Requirements**

Authorization for the Maryland State Department of Education's Juvenile Services Education Program is provided under Education Article §22-301, et seq., Annotated Code of Maryland. The development of programs, establishment of a Director and Coordinating Council, and the

responsibilities of the Juvenile Services Education Program are specifically outlined within Education Articles §22-301 through §22-310. The federal Individuals with Disabilities Education Act (IDEA) mandates appropriate educational services for all students under 22 years of age with legally determined disabling conditions.

## **Organization**

The Director of the Juvenile Services Education Program reports to the Assistant State Superintendent for Career and College Readiness and is responsible for providing appropriate educational services to youth in the Department of Juvenile Services' residential facilities. The services are under the ongoing direction of the Education Coordinating Council for Juvenile Services Educational Programs. The Juvenile Services Education Program consists of Program Coordination Services administered by the Office of the Director, and education and special education services administered through the Field Director of Juvenile Services Education and designated coordinators. The Office of the Director monitors the educational needs of the youth in DJS residential facilities and plans appropriate programming, conducts ongoing programs of assessment, instruction, library/media services, educational guidance and transition services; coordinates educational services offered to residents by other agencies; promotes a public understanding of the educational needs of youth housed in DJS residential facilities; coordinates the development of policies and procedures pertinent to the general operation of educational programs in conjunction with officials of the Department of Juvenile Services; provides legally mandated special education services to youth as prescribed by state and federal statute; and coordinates the development of short term and long term program development plans based upon evaluation data.

Program Coordination Services are under the authority of the Director. This function is responsible for the academic, library media, and career and technical education curriculum as well as special education and instructional technology services with a particular emphasis on staff development and program evaluation. The program coordinators are responsible for developing funding proposals for federal and other grant funds with regard to the implementation of program goals; assisting the Field Director and Principals in the development and implementation of local programs services; assisting the Field Director and Principals in the selection, training, and evaluation of program staff members; developing and administering programs to assess the effectiveness of program services; assisting in the identification, evaluation, and selection of instructional equipment and materials; and providing support to the Field Director and Principals in the conduct of the effective instructional programs within the Juvenile Services Education Program.

MSDE education programs operate under the supervision of a Maryland certified administrator; i.e., a principal who reports directly to the Field Director for Juvenile Services Education. Each administrator is responsible for operating a comprehensive educational program at each residential site staffed by certified teachers. For FY 2011, there were six MSDE Juvenile Services Education program sites throughout the State. Principals are responsible for operating education and library/media programs in each of these sites; coordinating the development and delivery of services with DJS facility administrators and other appropriate facility personnel; assuring records are kept of student participation and progress and that such records are submitted to the Field Director on a monthly basis; initiating the selection and purchase of necessary equipment and materials to support the operation of the various program services; maintaining accountability for

allocated staff resources and contractual services; and providing for the recognition of student achievement, attendance, and participation in the program.

MSDE Juvenile Services Education Program sites are located in the following DJS residential facilities:

**Central Maryland**

Baltimore City Juvenile Justice Center	Baltimore
Charles H. Hickey Jr. School	Parkville

**Eastern Shore**

Lower Eastern Shore Children’s Center	Salisbury
J. DeWeese Carter Center	Chestertown

**Western Maryland**

Victor Cullen Center	Sabillasville
Western Maryland Children’s Center	Hagerstown

The following DJS residential facilities have education programs which will become part of the Juvenile Services Education Program by July 2014 in adherence with the legislative mandate:

**Central Maryland**

Alfred Noyes Children’s Center	Rockville
Thomas J. S. Waxter Center	Laurel
Cheltenham Youth Facility*	Cheltenham
William Donald Schaefer House	Baltimore

**Western Maryland**

Youth Centers

- |                     |             |
|---------------------|-------------|
| • Green Ridge       | Flintstone  |
| • Savage Mountain   | Lonaconing  |
| • Meadow Ridge      | Grantsville |
| • Backbone Mountain | Swanton     |

\* In accordance with legislation enacted during the 2011 General Assembly, MSDE will assume responsibility for the education program at the Cheltenham Youth Facility on October 5, 2011.

## **Academic Program**

During the 2010-2011 school year, academic services resulted in the accomplishments of major goals identified for enhancing the JSE Program including: increasing the capacity and proficiency of teachers and administrators; analyzing and utilizing student achievement data to inform instruction; improving students' academic achievement; and enrolling and assisting students in postsecondary education programs.

MSDE assumed responsibility for the education program at the Western Maryland Children's Center (WMCC) on July 1, 2010. Strategic steps were implemented throughout the year to acquaint staff at the WMCC with MSDE's academic program and to revise and align the school's existing program with State educational requirements. In accomplishing this goal, group and individual orientation sessions were held to provide new employees with an overview of the academic and instructional program in JSE schools, to assess staff instructional needs, and to resolve challenging issues staff experienced regarding the academic program. In addition, the total school staff participated in a series of professional development activities centered on: interpreting and administering the Basic Achievement Skills Inventory (BASI) assessment; analyzing and utilizing student performance data from the BASI to inform instruction; understanding and applying state curriculum standards; and differentiating instruction.

Monthly meetings were held with new employees including teachers, school test coordinators, and counselors, to provide guidance and detailed strategies in executing their respective responsibilities in relation to the instructional/academic program. Classroom observations were conducted monthly in each school to: observe teachers' instructional organization and delivery of academic instruction in core content subjects; provide feedback; and recommend areas of improvement based on best practices.

Academic leadership and guidance were provided regularly to individual teachers and administrators who participated in a JSE sponsored Continuing Professional Development (CPD) course on differentiated instruction to ensure the implementation of effective strategies.

In order to continually improve student outcomes, teachers in each school were assisted with the analysis of student performance data in reading and mathematics. Areas of academic deficiencies were identified and strategies were shared for delivering instruction using differentiated instructional concepts across curricular areas. System-wide achievement data of student performance was obtained by analyzing Basic Achievement Skills Inventory (BASI) assessment data in grade bands. The results were used to inform instructional decisions.

Throughout the 2010-2011 school year, all staff in the JSE Program participated in a comprehensive professional development training to increase their capacity for delivering high quality instruction to students. In part, the sessions centered on analyzing students' reading and mathematics performance data resulting from assessments using the BASI. The data was used to inform instruction and meet the diverse learning needs of students. Other areas of training related to literacy development, mathematics, differentiating instruction, and formulating individual learning plans for students.

Classroom instruction continued to be delivered to students using differentiated instructional strategies wherein a variety of approaches were implemented to modify content, process, and/or product in response to readiness and the interest of academically diverse learners. To further expand the utilization of an individualized approach, a three-month pilot program was conducted at the Carter Center that focused on developing individual learning plans (ILP) for students. In that student participants experienced positive gains in behavior and reading achievement, the ILP program will be implemented in all schools effective September 2011.

Staff working in the area of literacy received additional in-classroom support from the Itinerant Literacy Specialist who assisted teachers with the delivery of literacy instruction primarily administered through four different programs in which students are assigned based on their current performance levels and academic needs; Read 180, Read On, Access 21 Century, and the Edge Reading, Writing, and Language Programs. The progress made in literacy is evidenced by increased student performance as measured by lexile scores on the Scholastic Reading Inventory (SRI), the assessment measure for the Read 180 Program.

An annual system-wide literacy report was produced and disseminated. The report summarized the overall status of the JSE literacy program; the status of the literacy program in each school; the in-classroom support provided to teachers; the results of two Read 180 assessments per school as required by Scholastic; recommendations for improving each school's literacy program; and major strategies recommended for improving literacy development in all schools.

Overall, the data indicate that all students are continuing to progress academically and almost half of the students in the program met the established criteria for satisfactory progress within a short time period, in spite of a history of limited academic preparation in previous school placements. A comprehensive curriculum alignment in literacy and mathematics is in progress development to assist classroom teachers in delineating the similarities of the curriculum content embedded in the multiple documents and software programs used to deliver instruction to students who perform at varying levels.

Throughout the year, school administrators were assisted with the development and implementation of all aspects of the school's academic program which included: receiving the results of classroom observations coupled with recommended strategies for improving teachers' delivery and students' academic outcomes; assigning staff based on academic strengths; altering school schedules to ensure continued uniformity of structure and consistency of the academic/instructional model; and understanding and completing instructional projects.

Students participated in the service-learning programs sponsored by their schools and were successful at earning hours to meet requirements for high school graduation. Leadership assistance was provide to school administrators and staff at Western Maryland Children's Center and the Baltimore Center Juvenile Justice Center schools regarding the development and delivery of service-learning programs. Following several professional development sessions, the staff at the Western Maryland Children's Center School completed a draft of the school's service-learning plan which is expected to be approved and implemented during the 2011-2012 school year.

The postsecondary education program was expanded by forming a collaborative partnership with the Hagerstown Community College making it possible for high school graduates attending Victor Cullen to enroll in college courses on campus.

In preparation for MSDE's assumption of the Cheltenham Youth Center, the Academic Coordinator assessed and analyzed the school's academic and instructional program. That analysis resulted in ordering instructional materials and supplies to support instruction and developing a comprehensive annual professional development program to build staff professional capacity to ensure high quality instruction and increased student outcomes.

System-wide technical assistance was initiated for assisting school instructional teams with the development and implementation of school plans that outline strategic strategies for delivering instruction to students using MSDE new common core standards. Lastly, in continuing to enhance the quality of the academic program and expand educational opportunities for students, JSE staff collaborated and partnered with all divisions within the Maryland State Department of Education and formed partnerships with a variety of external agencies across all spectrums of society.

### **Life Skills and Career Development Program**

Workforce and Life Skills Development classes and activities integrate career development competencies with career exploration, enhanced life skills, and academic preparation with knowledge of community resources into the Juvenile Services Education Program. Students are prepared to plan and access available educational programs, career training and community resources to successfully integrate into a labor market requiring the application of academic, career pathway knowledge, life and employability skills. The goal of the program is to maximize the implementation of classroom, guidance and computer based best practices in the instruction of workforce and life skills development.

Major resources of this program include individual intake interviews, career assessments, career exploration and planning. Many students will leave their Juvenile Services Education site with a Career Portfolio designed to support their return to school, training, and/or another community partner providing services. Career and community resources have been expanded in the classrooms as well as the library media centers.

Within the Life Skills content area, students participate in Financial Literacy activities based on the Maryland standards. Other content areas include decision-making, dealing with consequences of their actions, employability and appropriate school and workplace behaviors.

### **Career and Technology Education (CTE)**

The Juvenile Services Education Program collaborates with the Associated Builders and Contractors of the Cumberland Valley to provide an electrical wiring CTE program for students at Victor Cullen. In FY 2011, CTE program offerings were expanded at selected sites to include the following short-term credentialed program areas:

- ▶ Construction: NCCER (National Center for Construction Education and Research) Core and Electrical 1;

- ▶ Hospitality: Serv-Safe/Food Safety National Credential;
- ▶ Information Technology: Computer Literacy; and
- ▶ Communications: Introduction to Telecommunication/Fiber Optics.

In June 2011, MSDE renewed the contract with the Cumberland Valley Chapter of Associated Builders and Contractors to provide instructional and administrative services to deliver the NCCER Core and Electrical construction programs to students in FY 2012. This contract was approved in FY 2011 by the Department of Budget and Management and may be renewed up to two more years.

### **Guidance Services**

Each JSE site has a certified Guidance Counselor to perform a broad range of student services. The Counselor provides a needs-based, comprehensive, planned school counseling program. They provide services that facilitate skills in personal and academic achievement, educational/career decision making and interpersonal skills.

Counselors conduct a wide range of programs to assist students, parents, and staff in making decisions regarding educational planning, career planning, and social/emotional issues. As needed, the counselor provides individual and small group counseling. At several sites, the Counselor provides classroom guidance lessons designed to meet the developmental needs of students.

A major function of guidance services is to review student transcripts and credit reports to maintain accurate student records critical for intra DJS sites as well as upon return to the public school and/or the community. The Counselor verifies these records in compliance with MSDE Student Records Manual, JSE program and system records.

In most JSE sites, the counselor also serves as the School Testing Coordinator (STC) for State testing under the direction of the JSE Academic Coordinator. This provides access to all state mandated assessments required for high school graduation.

### **Special Education**

The Juvenile Services Education (JSE) Program ensures the provision of a free and appropriate public education for students with disabilities, in accordance with the Individuals with Disabilities Education Act (IDEA 2004), Code of Maryland Regulations 13A.05.01, and the No Child Left Behind Act of 2001. The provision of special education and related services to students with disabilities includes screening and assessments, psychological, speech and language, and social work services. JSE has allotted positions for one full-time special education coordinator, 14 full-time special education teachers, two full-time psychologists, six guidance counselors, and contracted speech/language services to ensure a continuum of special education and related services. The majority of students with disabilities are Emotionally Disabled. Their academic abilities range from second- to twelfth-grade levels and many students require intensive services to meet their academic and/or behavioral needs. Juvenile Services Education Programs are also responsible for the provision of Section 504 of the Rehabilitation Act of 1973.

During FY 2011, there was a significant increase in the number of students with disabilities served by the JSE special education program. This was the first full year that JSE used the Maryland Online Line Individual Education Program (IEP) system. The system allowed for the electronic search of students with disabilities among 80% of Maryland school districts. The highest increase in the number of youth served was seen at the Baltimore City Juvenile Justice Center (BCJJC). The identified percentages of students with disabilities increased from 40-60% to 60-80% of the total student population.

Revised special education policies and procedures were provided. The implementation of the policies and procedures by the school staff played a significant role in improving special education services to students with disabilities. The revised policies and procedures also assisted the JSE special education staff and administrators at BCJJC in successfully meeting Sustained Substantial Compliance in the area of Special Education, in accordance with the provisions of the Civil Rights of Institutionalized Persons Act (CRIPA) settlement agreement. Consequently, on August 19, 2010, a federal court judge dismissed the case and BCJJC was released from federal oversight.

The JSE programs at BCJJC, Lower Eastern Shore Children Center, and Victor Cullen met all of the requirements of the Corrective Action Plans submitted to the Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services. Verification site visits were conducted and it was determined that the programs met the compliance target of 100%, as required by the federal Office of Special Education Programs (OSEP).

Professional development was provided to special education staff, including informal classroom assessments, standard-based goals and objectives, the implementation of IEP reading goals in the classroom, the development and implementation of transition goals and objectives, and transition assessments.

### **Information Technology Program**

The Information Technology (IT) Program continues to expand. With the addition of the IC3 program at Hickey and the Baltimore City Juvenile Justice Center, new computers and peripherals were purchased for the labs and new computer-literacy resources were provided for students and staff.

Part of JSE's expansion included the Western MD Children's Center (WMCC), which was assumed in July 2010. At WMCC, students and staff were equipped with the latest technology, to include computers, servers, and network resources. Quality assistive applications like Read 180, Read On, and Access 21<sup>st</sup> Century have been installed and are available for students at WMCC and at all JSE schools.

Because of the need for these critical resources to be available, the IT Coordinator continued to maintain and support every facet of technology in the schools. The Coordinator responded to several hundred helpdesk requests, which resulted in an average 97% uptime of network resources for staff and students.

Collaboration is another key to the success of the many programs within JSE. Because information technology does not exist in isolation, the IT Coordinator continued to work collaboratively with

MSDE OIT staff and with the Department of Juvenile Services (DJS) OIT staff to provide the best available resources—from network access, to new and evolving technology. The IT Coordinator also collaborated with other JSE Coordinators and Administrators to ensure that students are provided with software programs that enhance and support the curriculum and meet students' individual needs.

While JSE's IT program prioritizes the technology needs of students, it also provides the security necessary for safe and effective access to resources. Security applications and procedures continue to be revised to meet and defeat the continual cyber-threats that arise in today's society. More secure designs and procedures have been implemented to ensure that JSE has effective security measures in place.

Future plans for inter-connectivity among schools are still in development, but JSE is on-track for its realization. Network Maryland has made provisions for JSE schools to communicate over secure channels, and collaborative efforts have resulted in an effective network model that will be used for all current and future JSE schools.

### **Library Media Program**

The Maryland State Department of Education (MSDE) Juvenile Services Education Program (JSE) provides a comprehensive instructional curriculum to students in six detention/treatment centers. As part of the total instructional program, Juvenile Services Education is committed to including Library Media Services for all students.

A JSE Library Media Coordinator managed Library Media services and activities for all the schools. During FY 2011, three of the six schools had functioning library media centers. The remaining three sites had library print collections that students accessed through their academic classes. By the end of the 2010-2011 school year, two of the three library media centers had a full-time, Maryland certified School Library Media Specialist. Each Media Specialist provided direct instruction to the students as well as managed the media center functions of circulation and book advisory to the students. The schedules of the Media Specialists supported flexibility in order for the Media Specialist to work collaboratively with the teachers to implement projects in the media center and classroom. Due to the retirement of one Media Specialist at the end of 2010, the third media center was staffed one day per week by the Library Media Coordinator and a second day by a Media Specialist from one of the other schools. In addition, the Library Media Coordinator traveled bi-weekly to each of the schools on the Eastern Shore for regular student access to the library book collection.

The instructional focus of the Library Media Program followed the established academic curriculum of the Juvenile Service Education Program. Media Specialists attended the same professional development activities as the regular classroom teachers and provided differentiated instruction as part of their lessons. In addition, specific Library Skills were taught using the Maryland State Curriculum for School Library Media as a guideline and reference point. Because of the nature of the Department of Juvenile Services facilities, access to the Internet was prohibited in the media centers; therefore, the curriculum focused on research skills, literacy and recreational reading.

One of the highest priorities in FY 2011 was providing the students with access to an updated and accessible library print collection. The continuing goal was to encourage students to develop and/or increase their interest and skill in reading. The collections at all six of the schools were updated with current, popular fiction and non-fiction titles. Literacy/reading continues to be a priority at all the schools and the Library Media Program plays an integral role in supporting student progress. Every school reported that the students enjoyed coming to the library media center and selecting and checking out individual reading material. The addition of the regular visits to the students by the Coordinator proved positive in encouraging recreational reading.

The other high priority for the FY 2011 year was to introduce the use of the interactive whiteboard (SmartBoard) at four of the six schools. With the completion of the purchase and installation for the four Boards, training was provided for the Media Specialists and content teachers on basic use of the SmartBoard's functions as well as ways to integrate the technology into the curriculum. The Media Specialists continued to focus on this during professional development activities during the year.

### **Data Quality**

Data critical to the Juvenile Services Education Program is collected during each fiscal year in order to make informed educational and policy decisions regarding school improvement and student achievement. These data are used to note the effects of the Juvenile Services Education Program policies on program outcomes, such as academic gains in math and reading, or the pass rate for the General Education Development Tests (GED).

Data is captured on a monthly basis by each Juvenile Services Education Program site for the Managing for Results Data Report and the School Improvement/Accountability Data-Based Areas and Standards of Performance. Monthly Reports are submitted by the principal of each facility with data from the Juvenile Services Education Program database. The reports are reviewed by the Education Program Specialist for discrepancies. The principal and Education Program Specialist collaborate in order to make any necessary corrections. Required data on these reports represent inputs, outputs, outcomes, quality, and efficiency measures. Each category requires an overall total or percentage representing the entire Juvenile Services Education Program system.

The following data are collected, reviewed, and analyzed on a monthly basis (with the exception of July 1 Enrollment), discussed on a quarterly basis with program leadership to used to inform school performance, and reported at the end of each fiscal year:

**July 1 Enrollment:** the total number of youth who are enrolled in the Juvenile Services Education Program on the first day of the fiscal year.

**Total number of students served:** the total number of youth enrolled in the Juvenile Services Education Program within the fiscal year.

**High School Diplomas:** the total number of students who have completed the minimum requirements necessary for awarding a Maryland High School Diploma.

**CTE Module Certificates:** the total number of youth receiving a certificate for completing an instructional module in a Career and Technology Education program.

**Students pre-post tested who make academic gains in reading and math:** the total number of students whose BASI pre and post test scores demonstrate a minimum of two months growth for every 30 days of enrollment.

**GED Passing Rate:** the total percent of students who pass all five sections of the General Educational Development Tests compared with the number of students who sat for the test minus the number of incomplete tests.

**Attendance:** the total percent of students in school during each class period of the day.

The current database was reviewed by a Data Focus Group in order to bring all elements of the System into compliance with the data requirements in the Juvenile Services Education Program. The group recommended revamping the entire system to meet the needs of all end users and to include interconnectivity between programs. This endeavor will move forward once funding is obtained.

### **School Improvement**

The Juvenile Services Education Program established a program improvement initiative under the direction of the Education Coordinating Council for Juvenile Services Education (Council). The Council approved three programmatic goals for FY 2010:

### **School Accountability**

The Education Coordinating Council for Juvenile Services Education Programs approved the implementation, data-areas, and standards for a school improvement/accountability initiative in the Juvenile Services Education Program by which schools are held accountable for student participation and achievement.

<b>Data-Area</b>	<b>Standard</b>
GED Test Passing Rate	Satisfactory = 60%; Excellent = 70%
Attendance	Satisfactory = 94%; Excellent = 96%
Academic Achievement	Satisfactory = 60% of students tested will demonstrate a minimum of two months growth; Excellent = 70% of students tested will demonstrate a minimum of two months growth

During FY 2011, the Juvenile Services Education Program was able to achieve a satisfactory outcome in Attendance and GED Test Pass Rate.

## **School Information**

### **Charles H. Hickey Jr. School**

Charles H. Hickey Jr. School is located in Parkville, Maryland. It houses young men detained awaiting trial and pending placement to a committed program. The Juvenile Services Education Program under MSDE assumed responsibility for the instructional program at this location in July 2004. Currently, the school staff consists of 22 instructional and support staff who provide the youth with six hours of daily instruction, including core academic subjects, special education, occupational skills, library/media, and career development services.

Under the School Improvement/Accountability Standards, Hickey awarded 11 high school diplomas in school year 2010-2011, with an satisfactory GED pass rate of 69%. In school year 2010-2011, Hickey achieved a satisfactory attendance rate of 95%.

### **Baltimore City Juvenile Justice Center**

Baltimore City Juvenile Justice Center is located in the heart of east Baltimore. The facility provides centralized intake, assessment, court, detention services, and 125 beds for delinquent youth requiring detention. Given the large population, the Juvenile Services Education Program at BCJJC is comprised of 25 staff members. These staff members include an on-site principal, assistant principal, guidance counselor, and a transition specialist who assist the instructional staff with the delivery of educational and occupational programming. In addition special education services at BCJJC are provided by four certified instructional staff.

In FY 2011, the school served 1,034 students with an attendance rate of 94%. The school had an 83% passing rate on the GED Test, an excellent outcome. The program did not meet accountability standards in reading and math.

The Art Program continues to flourish with students continuing to create one-of-a-kind works of art using various media. Career and Technology Education and career development remain important parts of the program.

The school partnered with the Circuit Court of Baltimore City to host a resource fair in which various community vendors such as the Youth Advocate Program (YAP), Chesapeake Center for Youth Development, Guide Program, Maryland Crime Victims Resource Center, and the Boys and Girls Club participated. The school also worked with the Department of Juvenile Services to host monthly student achievement luncheons to reward students making at least two months academic gains in either content area on the Basic Achievement Skills Inventory (BASI). The school planned and implemented five semester kick-off activities meant to encourage effort and promote the positive nature of learning. These events included a parental open house, a career fair, fashion show, and an author's visit. The open house promoted the "Importance of Education" by providing an avenue for parents to explore the educational programs offered to students at the Baltimore City Juvenile Justice Center-Detention School. This past year, the school partnered with the University of Maryland Medical School, the Foster Grandparents Program and St. Mary's Seminary to enrich the educational program at the facility.

### **Lower Eastern Shore Children's Center**

Lower Eastern Shore Children's Center is located in Salisbury, Maryland. The facility provides secure detention for 24 youth, both boys and girls, from Dorchester, Somerset, Wicomico and Worcester counties. The Juvenile Services Education Program is comprised of seven staff including, a principal, guidance counselor, special education instructor, two regular education instructors, an instructional assistant, and a secretary/records clerk. Students at LESCC receive instruction in core academic subjects and if eligible, special education services.

The school enrolled a total of 395 students over the past year. The school did not meet the satisfactory standard for attendance, at a rate of 93% for this year. Of the students who stayed at the facility for more than 30 days, 43% made at least two months gains in reading and 54% made gains in math. One High School diploma by examination was earned.

### **Victor Cullen Center**

The Victor Cullen Center, a secure treatment facility located in northern Frederick County, served 107 students during FY 2011. Accepting adjudicated boys from across the state, VCC has the capacity to care for 48 committed youth between the ages of 14-20 years in a six- to nine-month treatment program for issues related to delinquency, mental health, and substance abuse. MSDE Juvenile Services Education Program at VCC provides a full continuum of services within a daily six-hour program and has 14 staff members, including a principal, four academic teachers, two special education teachers, a construction core and electrical wiring instructor, library/media specialist, guidance counselor, three instructional assistants, and an office secretary.

The education program at VCC has school improvement goals in the areas of student attendance, GED pass rate, and achievement gains in reading and math skills. For FY 2011, the program demonstrated satisfactory achievement on one goal with a 94% attendance rate. Forty percent of students demonstrated four months gain in reading skills for every two months of enrollment, and 55% demonstrated such a gain in math skills. Additionally, 132 students participated in the Career and Technology Education Construction Core program, collectively completing 164 modules in that program. VCC added the ServSafe Certificate program in the spring, resulting in 11 students completing certification requirements.

### **J. DeWeese Carter Center**

The J. DeWeese Carter Center, located in Kent County, is a secure detention facility for 15 youth. The Carter Center provides emergency detention facilities to the nine counties of the Upper Eastern Shore of Maryland. The Juvenile Services Education Program at the Carter Center is comprised of seven staff members including a principal, special education instructor, two regular education teachers, a guidance counselor, an instructional assistant, and a secretary/records clerk. Students at Carter Center receive instruction in core academic subjects and if eligible, special education services.

The school at the Carter Center had a total of 181 students enrolled over the 2010–2011 school year. The attendance rate was 91% for the year. Of those students who stayed at the facility for

more than 30 days, 66% made at least a two months gain in reading. In math, 56% of pre/post tested students made a two months gain. These percentages represent gains in reading over the past school year.

### **Western Maryland Children's Center**

The Western Maryland Children's Center is a secure detention facility located in Hagerstown, Maryland. Adjudicated boys, typically ages 13 through 19, are placed in WMCC either pending placement or awaiting court hearing. The function of the detention center serves primarily as a diagnostic facility where the needs of the youth are evaluated and relayed back to the court and/or future placements. MSDE's Juvenile Services Education Program assumed this site in July 2010 and provides instruction within four 90-minute blocks throughout the year, overseen by a principal, two academic teachers, a special education teacher, guidance counselor, instructional assistant, and office secretary.

The school enrolled a total of 297 students over the course of this fiscal year and had an average attendance rate of 95%, meeting the satisfactory standard for attendance. For those students who remained at the facility for more than 30 days, 53% demonstrated at least two-months gain in verbal skills and 52% demonstrated this growth in math skills.

## Statistical Information

### July 1st Enrollment

Facility	FY 2008	FY 2009	FY 2010	FY 2011
Baltimore City Juvenile Justice Center	124	113	104	85
Charles H. Hickey, Jr	65	67	75	37
Lower Eastern Shore Children's Center	25	22	25	20
Victor Cullen Center	12	32	35	36
J. DeWeese Carter Center	27	12	14	15
Western Maryland Children's Center	NA	NA	NA	29
Juvenile Services Education Program	253	246	253	222

### Total Enrollment

Facility	FY 2008	FY 2009	FY 2010	FY 2011
Baltimore City Juvenile Justice Center	686	1,236	1,211	1,034
Charles H. Hickey, Jr	1,551	695	902	758
Lower Eastern Shore Children's Center	382	377	395	399
Victor Cullen Center	73	72	115	138
J. DeWeese Carter Center	136	210	225	181
Western Maryland Children's Center	NA	NA	NA	297
Juvenile Services Education Program	2,828	2,590	2,848	2,807

**Average Length of Stay By Program**

<b>Detention</b>	<b>15 Days</b>
<b>Pending Placement</b>	<b>32 Days</b>
<b>Treatment</b>	<b>225 Days</b>

**School Improvement/Accountability Outcomes**

**ATTENDANCE**

<b>School</b>	<b>FY 2010</b>	<b>FY 2011</b>
Hickey	92%	95%
LESCC	93%	93%
BCJJC	90%	94%
Carter	93%	91%
Cullen	94%	94%
WMCC	NA	95%
System	92%	94%

**GED PASSING RATE**

<b>School</b>	<b>FY 2010</b>	<b>FY 2011</b>
Hickey	63%	69%
LESCC	0%	50%
BCJJC	67%	83%
Carter	0%	0%
Cullen	67%	44%
WMCC	NA	0%
System	63%	63%

## READING GAINS

School	FY 2010	FY 2011
Hickey	49% 56	36% 117
LESCC	49% 34	43% 15
BCJJC	42% 192	43% 234
Carter	58% 19	66% 40
Cullen	64% 78	40% 61
WMCC	NA	40% 61
System	48% 379	43% 519

- The top number indicates the percent of students who made required gains between pre-post testing during FY 2011. The bottom number is the total number of students who make required gains.

## MATH GAINS

School	FY 2010	FY 2011
Hickey	56% 64	40% 126
LESCC	54% 38	54% 19
BCJJC	49% 224	44% 237
Carter	63% 20	56% 35
Cullen	60% 70	55% 84
WMCC	NA	52% 47
System	53% 416	46% 548

\* The top number indicates the percent of students who made required gains between pre-post testing during FY 2011. The bottom number is the total number of students who make required gains.