

Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

October 1, 2014

The Honorable Martin O'Malley
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller
H-107 State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Michael E. Busch
H-101 State House
100 State Circle
Annapolis, Maryland 21401

RE: Education Coordinating Council for Juvenile Services Educational Programs (MSAR #8054)

Dear Governor O'Malley, President Miller and Speaker Busch:

Attached please find the Fiscal Year 2014 report of the Education Coordinating Council for Juvenile Services Educational Programs as required by title §22-306 of the Education Article of the Annotated Code of Maryland.

In FY 2014, the Juvenile Services Education Program continued administering the educational programs in fourteen Department of Juvenile Services residential facilities. These facilities include: Charles H. Hickey School (Parkville), Baltimore City Juvenile Justice Center (Baltimore), Lower Eastern Shore Children's Center (Salisbury), J. DeWeese Carter Center (Chestertown), Victor Cullen Center (Sabillasville), Western Maryland Children's Center (Hagerstown), Cheltenham Youth Facility (Cheltenham), Thomas J.S. Waxter Center (Laurel), Alfred D. Noyes Center (Rockville), William Donald Schaefer House (Baltimore City), Green Ridge Youth Center (Flintstone), Meadow Mountain Youth Center (Grantsville), Savage Mountain Youth Center (Lonaconing), and Backbone Mountain Youth Center (Swanton). As the report illustrates, the Juvenile Services Education Program oversight of these educational programs has resulted in measureable academic gains for the youth residing at these facilities.

It is the hope of Council that you will find opportunities to commit resources to the Maryland State Department of Education Juvenile Services Education Program as we continue to enhance and expand the education programming at these Department of Juvenile Services facilities.

Thank you for your consideration.

Sincerely,

Lillian M. Lowery, Ed. D.
Chairperson
Education Coordinating Council for the
Juvenile Services Education Program

LML/BH

The Education Coordinating Council For Juvenile Services Educational Programs

Annual Report



FY 2014

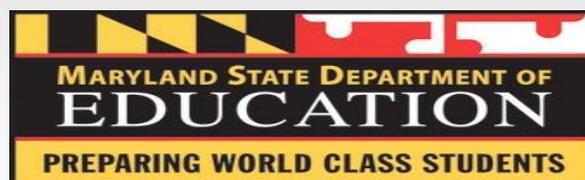


Table of Contents

Table of Contents	Page 2
Introduction	Pages 3-6

Updates

Academic Program	Pages 7-8
Career Technology Education	Page 9
Guidance	Page 10
Instructional Technology	Page 10
Special Education	Page 11
Library Media Program	Page 12
Data Quality	Page 13
School Accountability/School Improvement	Page 14

School Information

Charles H. Hickey Jr. School	Page 15
Baltimore City Juvenile Justice Center	Page 16
Lower Eastern Shore Children’s Center	Page 17
J. DeWeese Carter Center	Page 17
William Donald Schaefer House	Page 18
Alfred D. Noyes Center	Page 19
Thomas J.S. Waxter Center	Page 19
Backbone Youth Center	Page 20
Green Ridge Youth Center	Page 20
Meadow Mountain Youth Center	Page 21
Savage Mountain Youth Center	Page 21
Western Maryland Children’s Center	Page 22
Victor Cullen Center	Page 22
Cheltenham Youth Facility	Page 23

FY 13 Data Charts

July 1st Enrollment	Page 24
Total Enrollment	Page 25
Attendance	Page 26
GED Pass Rate	Page 27
Reading Gains	Page 28
Math Gains	Page 29



Introduction

The Education Coordinating Council for Juvenile Services Education (JSE) 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 (DJS) 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 Annotated Code of Maryland which mandates the Council "shall develop, recommend, and approve an educational program 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. This report provides both the activities and accomplishments of the Juvenile Education Services Program.

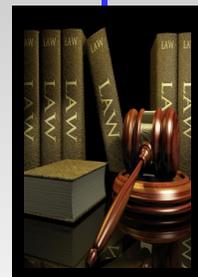
The Council conducted two meetings during FY 14. First, on November 12, 2013 the Council met and discussed the overall completion of the Juvenile Education Services Program expansion which concluded with the assumption of the four Youth Centers located in Allegany and Garrett Counties in late June 2013. Additionally, the Council reviewed JSE accountability outcome data for FY 2013 involving academic gains, attendance, and Maryland Diploma completions and received updates on FY 14 JSE initiatives including the implementation of the Career and College Readiness Standards (CCRS), the expansion of Career and Technology Education programming, ongoing technology enhancement projects, and the adoption of a student information system for capturing JSE data.

Second, the Council met on May 12, 2014 and was provided an overview of the new JSE headquarters staffing organization which was designed to mirror the structure used in local school systems including positions for a field director for instruction and a coordinator of guidance and student records. Additionally, the Council was provided updates on JSE FY 14 initiatives including the continued implementation of Career and College Readiness Standards, the implementation of the new student information system (Powerschool) and the creation and deployment of a General Educational Development (GED) assessment site at Charles H. Hickey School. The Council discussed and approved the collection of baseline data during FY 15 in the areas of: CTE and Core Content course credits being earned, the number of GED subject area tests passed and the number of CTE industry certification obtained. The data collected during FY 15 will then be used with the approval of Council to establish performance measures during FY 16.



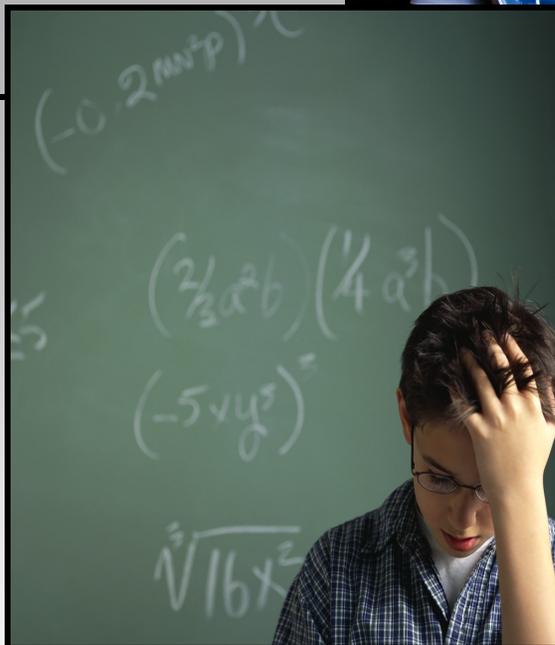
Statutory Requirements

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 a certified disability that constitutes an educational impairment.



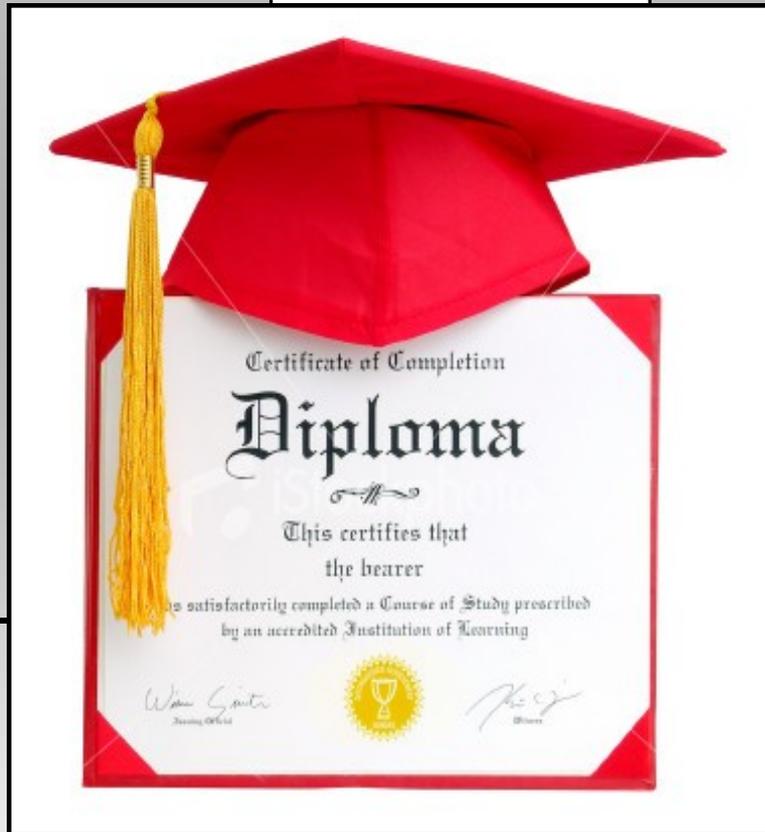
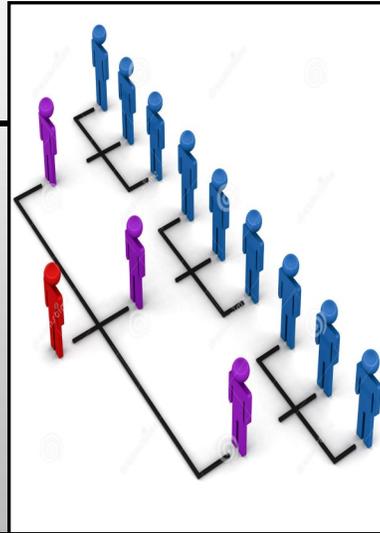
Need

Approximately 5,500 youth were served by the MSDE Juvenile Services Education program during FY 2014 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 (CC), Western Maryland Children's Center (WMCC), Cheltenham Youth Facility (CYF), Thomas J.S. Waxter Center, Alfred D. Noyes Center, William Donald Schaefer House, Meadow Mountain Youth Center (MMYC), Green Ridge Youth Center (GRYC), Backbone Mountain Youth Center (BMYC), and Savage Mountain Youth Center (SMYC). At entry, the average reading and math scores for this population continue to reveal substantial achievement deficits in these key core academic areas. The majority of students assessed fell below the 50th percentile on education assessments and a significant number fell below the 25th 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 of 15 days in detention to 197 days in treatment facilities, and the unique instructional challenges illustrated by the population, the need for effective and well-planned instruction is evident.



Organization

The Juvenile Services Education Program (JSE) is part of the Division of Career and College Readiness within the Maryland State Department of Education. JSE's central focus is to provide educational support to students and help them accrue credits toward graduation, or receive a diploma by examination (GED). The director of JSE reports directly to the Assistant State Superintendent. The Field Directors for School Operations and Instruction and School Support report directly to the Director for JSE. Coordinators of Library/Media-Digital Learning, Academics, Career & Technology Education, Guidance & Counseling and Records Management and Special Education report to the Field Director for Instruction and School Support. The MSDE JSE schools are under the supervision of a Maryland certified principal who reports directly to the Field Director for School Operations. In 2014, a new position, Coordinator of Guidance & Counseling and Records Management was added to the organization to ensure that students receive transition support, career counseling and accurate records.





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

Central Maryland

Baltimore City Juvenile Justice Center
 Charles H. Hickey Jr. School
 William Donald Schaefer House*

Baltimore
 Parkville
 Baltimore

Eastern Shore

Lower Eastern Shore Children's Center
 J. DeWeese Carter Center

Salisbury
 Chestertown

Western Maryland

Victor Cullen Center
 Western Maryland Children's Center
 Green Ridge Youth Center*
 Savage Mountain Youth Center*
 Meadow Mountain Youth Center*
 Backbone Mountain Youth Center*

Sabillasville
 Hagerstown
 Flintstone
 Lonaconing
 Granstville
 Swanton

Central Maryland

Cheltenham Youth Facility
 Thomas J.S. Waxter Facility*
 Alfred D. Noyes Center*

Cheltenham
 Laurel
 Rockville



Instructional Program

During the 2013-2014 school year, academic services continued to be focused on the following initiatives to accelerate the JSE Program's effectiveness:

- professional development to increase the proficiency and effectiveness of teachers and staff , especially in the use of Maryland's College and Career Readiness Standards (CCRS)
- alignment of JSE's credit attainment policy with other Maryland school systems

JSE offers the courses in the following core content areas which are aligned with CCRS:

<u>English</u>	<u>Mathematics</u>	<u>Social Studies</u>	<u>Science</u>
English I	Algebra I	World History	Biology
English II	Algebra II	US History	Chemistry
English III	Geometry	Government	Physics
English IV	Pre-Calculus		

Students who complete courses and meet mastery receive 1 credit for each course successfully completed. These courses fulfill the high school graduation requirements for the State of Maryland.

Professional Development

All staff in the JSE Program participated in comprehensive professional development designed to increase their capacity and proficiency for delivering high quality instruction to students. During FY14, staff at the newly assumed sites were provided with intensive professional development centering upon using individualized learning plans, co-teaching, and CCRS. All staff were involved in professional development designed to enhance instructional capacity in their respective core content areas.



Instructional Program (continued)

Individualized Learning Plans

During FY 14, JSE continued to implement and refine the use of Individualized Learning Plans (ILPs) throughout all schools. The use of these plans, based upon each student's intake test scores, provides a detailed instructional plan for the youth containing goals and skills for which the student will receive intensive instruction during their enrollment period.

Transition to Maryland's College and Career Ready Standards (CCRS)

Schools in JSE continued to receive technical assistance with the development of transition plans that outlined strategies for delivering instruction to students using Maryland's CCRS. In addition, teams of staff members from all schools within the Juvenile Services Education Program participated in the Educator Effectiveness Academies.

GED

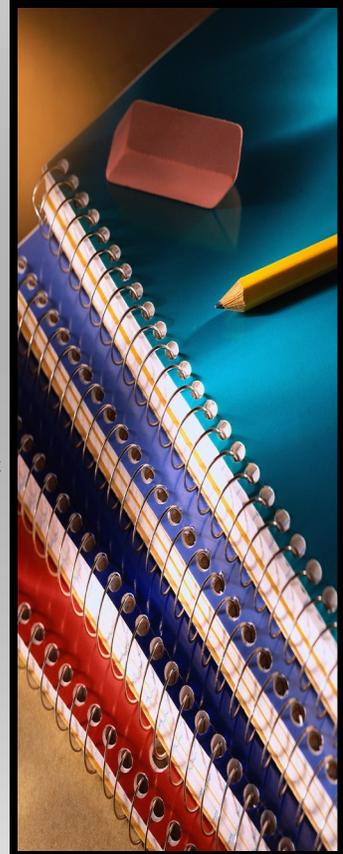
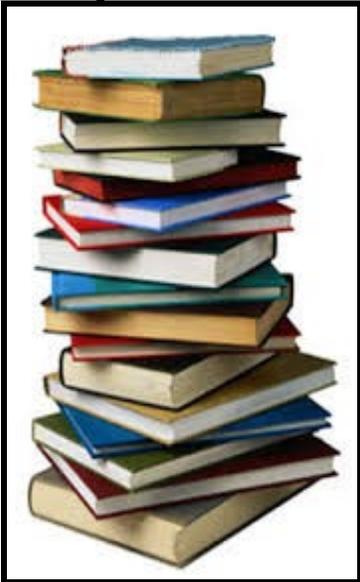
During FY 14, JSE began the process of implementing the new GED test including creating and deploying a new GED assessment site at Charles H. Hickey. Additionally, JSE began the process of creating a new GED curriculum aligned with the new standards and expectations for the test. For implementation in early FY 15.

Service Learning

Students continued to participate in a wide-array of service-learning programs sponsored by their schools and were successful at earning hours to meet requirements for high school graduation. Leadership assistance was provided to school administrators and staff at schools in creating new plans and revising existing service-learning plans. Additionally, newly assumed sites received initial training in service learning project development for implementation purposes.

FY 14 Outcomes

During the 2013-2014 school year, JSE's GED pass rate was 53%, a 7% decrease from 2012-2013. This decrease resulted from the change in the new computerized GED test. The new test format and increased rigor of the test required an aligned curriculum for the schools. Math gains were increased 3% and Reading saw a 4% decrease. Attendance rates increased by 1%.



Career and Technology Education (CTE)

In FY 2014, efforts were made to align the CTE classes offered by JSE to those CTE classes offered at the Maryland School Systems. These efforts allow our students to earn course credit and be recognized by the other school systems. Classes offered now allow our students to earn credits in different CTE pathways. JSE offers course in the following clusters and pathways:

- Business, Management and Finance Cluster
- Business Administrative Services Pathway
- Construction and Development Cluster
- Construction Trades Professions Pathway
- Career Research and Development

The Life Skills class has been replaced by Career Research and Development (CRD). CRD also encompasses Financial Literacy activities based on the Maryland curriculum for Personal Financial Literacy Education.

JSE also allows students the opportunity to earn certificates in a variety of programs. CTE certification programs have been modified and/or expanded to best suit the needs of our students and facilities. The different certifications at the various facilities are as follows:

- Construction Core Certifications - NCCER (National Center for Construction Education and Research)
- OSHA (Occupational Safety and Health Administration) 10
- C-Tech Certificates
- IC3 (Internet and Computing Core) and Microsoft Office Suite
- ServSafe

FY 2014 Outcomes

During the 2013-2014 school year, JSE continued to enhance CTE offerings throughout all sites. This expansion resulted in approximately 1,554 certificates earned by our students.



Guidance and Counseling

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. Counseling services facilitate the development of student skills to support personal and academic achievement through the incorporation of educational/career decision making and interpersonal skills.



Counselors offer a wide range of services 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. This function, as well as the overall maintenance of student records by the Counselor and records staff for each student, provides an accurate and detailed record of student progress while enrolled in a JSE school. The Counselor ensures all student records are in compliance with the MSDE Student Records Manual.

In the majority of JSE sites, the counselor also serves as the School Testing Coordinator for state testing. This provides access to all state mandated assessments including those required for high school graduation.

In FY 14, a new Coordinator for Guidance & Counseling and Records Management was added to JSE. A major initiative will be to implement a new Guidance and Counseling curriculum that will provide a comprehensive school counseling program that will provide students with strategies for positive decision-making and anger management as well as career planning and transitioning back to high schools.

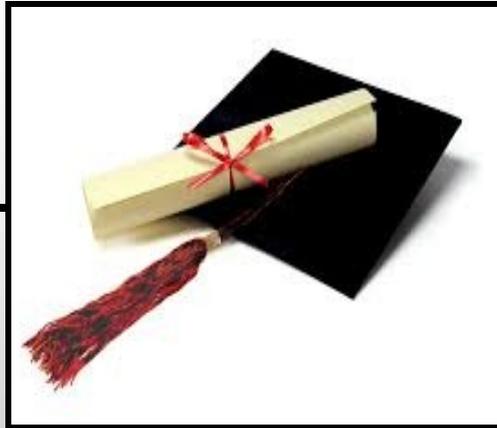
Instructional Technology Program



The Instructional Technology (IT) Program ensures program staff were provided with the latest technology, to include computers, servers, and network resources. Instructional applications designed to support the instructional program such as Read 180, Read On, and Access 21st Century are available for students throughout the JSE program.

JSE IT continued to collaborate with MSDE Office of Information Technology (OIT) staff and with the Department of Juvenile Services (DJS) OIT staff to ensure the system was provided access to the best available resources—from network access, to new and evolving technology.

Inter-connectivity among schools continues to be a priority as JSE works to ensure the effective and efficient educational programming within DJS residential facilities across the state. Network Maryland has made provisions for JSE schools to communicate over secure channels, and collaborative efforts are being made to ensure the installation of an effective network model that will be used for JSE schools. JSE is part of the State Longitudinal Data System grant and began training and creating business rules for the new Student Information System (SIS).



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, instructional and classroom interventions, psychological, speech and language, and social work services. JSE has allotted positions for a special education coordinator, special education teachers, psychologists, guidance counselors, and contracted speech/language services to ensure that a continuum of special education and related services are provided to students with disabilities.

JSE continued to improve its Child Find efforts with the goal of locating, identifying, and referring students with, or suspected of having, a disability. During FY 14, there was a continued emphasis on co-teaching and differentiated instruction resulted in 95% of students with disabilities to be educated with their non-disabled peers in the general education classrooms. During FY 14, JSE added a new speech and language pathologist (SLP), in order to provide necessary services to students with disabilities.

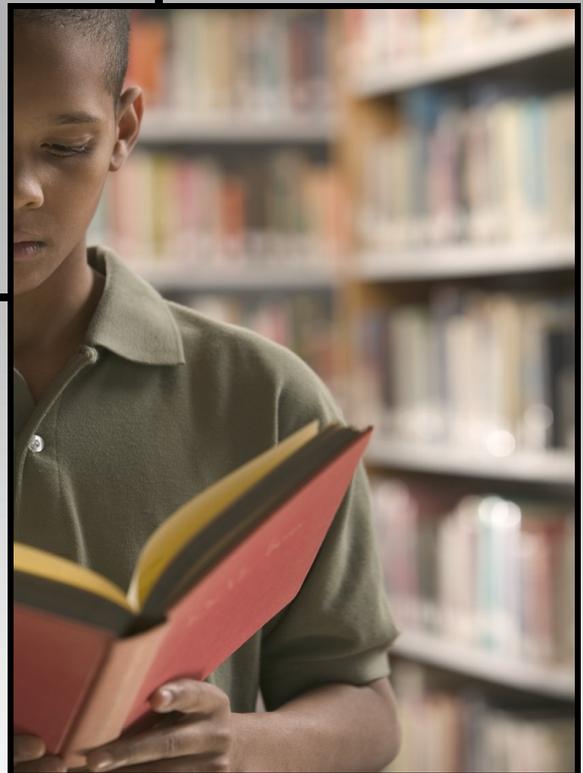
Professional development was provided to special education staff, including informal classroom assessments, standard-based goals and objectives, the implementation of Individualized Education Plans (IEP) reading goals in the classroom, transition planning for students with disabilities, and adolescent brain functioning.



Library Media/Digital Learning Program

During FY 2014, the JSE Library Media Program continued to provide all students with access to an updated and accessible library collection. This access is designed to encourage students to develop and/or increase their interest and skill in reading. To further inspire this interest and to extend the media center's focus into the classroom setting, the Library Digital Learning Coordinator introduced classroom sets of Nook e-readers with multiple titles to four (4) schools this past year: Carter Center, Cheltenham, Waxter, and Noyes. Youth were provided with the ability to select from various novels which were loaded on each device and participated in group and class discussions based upon their reading selections. The success of these activities resulted in plans being developed to ensure all schools are provided with e-reader devices in FY15.

Also, in FY 14, Promethean Boards were installed in all 14 schools. This installation allow the Boards to be used as interactive solutions for instruction and allows the Learning Management System (LMS) to extend content curriculum through a collaborative partnership with classroom teachers.





Data Quality

Data critical to the Juvenile Services Education Program (JSE) is collected throughout the 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 policies on program outcomes, such as academic gains in math and reading, or the pass rate for the General Educational Development Tests (GED).

Monthly Reports are submitted by the principal of each facility. The reports are reviewed by the Education Program Specialist to ensure data integrity. Required data on these reports represent inputs, outputs, outcomes, quality, and efficiency measures.

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 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 to be awarded 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 and post tested who make academic gains in reading and math: the total number of students whose Basic Achievement Skills Inventory (BASI) pre and post test scores demonstrate a minimum of two months growth for every 30 days of enrollment.

GED Passing Rate: the total percentage of students who pass all four 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 percentage of students in school during each class period of the day.

School Accountability

The Juvenile Services Education Program (JSE) established a program improvement initiative under the direction of the Education Coordinating Council for Juvenile Services Education (Council). Each school is held accountable for making progress toward achieving satisfactory/excellent levels of performance in three data-based areas: academic achievement, GED test pass rate, and attendance. These areas reflect the JSE Program's goal to accelerate student achievement in preparation for successful return to the community. The standards noted in the table below, were approved by the Council in FY 10 and remained in effect for subsequent years.

Data-Area	Standard
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

School Improvement (SI)

During FY 14, JSE saw an increase in Math gains of 3%. At the school level, continuous improvement efforts are led by the School Improvement (SI) Team usually chaired by a teacher. The team submits an annual School Improvement Plan to the JSE Director which details activities that are being implemented to increase student achievement and attendance. The SI teams meet on a regular basis during each month to discuss school progress toward the yearly goals and to revise strategies to increase student achievement and attendance.



School Information

Charles H. Hickey, Jr. School

Charles H. Hickey, Jr. School, (CHHS) located in Baltimore County, is one of seven secure detention facilities operated by the Maryland Department of Juvenile Services (DJS). The facility has the capacity to provide services for up to 72 boys from across the State, between the ages of 12-19. The facility implements the Challenge Program, a structured behavior management program.

The Juvenile Services Education school at Charles H. Hickey serves approximately 560 students a year, primarily from Baltimore County, Baltimore City, and Harford County. Students are generally detained with an average length of stay between 16-22 days. All youth receive year round comprehensive educational services five days a week for six hours a day. The Education Program delivers Middle and High School academic instruction provided by certified teachers. This instruction is designed to meet the individual needs of all students, including students in need of special education services or students with 504 plans. CHHS FY 14 outcome data indicates Attendance was 93%, GED Pass Rate was 44%, Reading Gains were at 55%, and Math Gain at 62%.

Secondary students are offered courses based upon their current high school transcripts and individual student needs and middle school students are offered foundational courses. Currently, the Charles H. Hickey, Jr. School also offers ServSafe, a certificate program that prepares students for food handling jobs in their communities. Additionally, students may be eligible to pursue a Maryland High School Diploma via the GED Program that is offered at CHHS and take the GED examination while at the Charles H. Hickey, Jr. School in accordance with MSDE policies and procedures. Students who are eligible receive GED preparation/instruction within their schedule of core classes (mathematics, science, social studies, and English). The academic program is organized into four 90 minute periods. Students attend courses in Mathematics and English Language Arts daily. Students also receive instruction in Science, Social Studies, Career Research and Development (CRD) and Office Systems Management (OSM) on a rotating/every other day basis for 90 minutes.



School Information (continued)

Baltimore City Juvenile Justice Center

The Baltimore City Juvenile Justice Center (BCJJC) Detention School is located at 300 North Gay Street in downtown Baltimore, Maryland. The center has an average daily population of 90 residents to include approximately 40+ detainees, 10+ pending placement after commitment, and 30+ juveniles that have been charged as adults pending transfer hearings. The average length of stay for detainees is 17 days and approximately 80+ days for the remaining residents. The residents attend school in accordance with their assigned Units with the exception of those with disabilities whose IEP stipulates that they receive instruction in a self-contained classroom. During FY14, BCJJC served 1782 students.

The Juvenile Services Education Program is comprised of 22 faculty and staff to include a principal, guidance counselor, core academic teachers, Fine Arts teacher, Computer Literacy teacher, Special Education teachers, a Lead Special Education teacher, Instructional Assistants, Records Clerk, and an Office Secretary III.

The students, with the exception of those assigned to the Intensive Services Unit and the Infirmary, receive six hours of instruction per day and attend four ninety minute classes on alternating days with the exception of English/Language Arts and math which they attend daily. The students are enrolled in classes that will lead to the attainment of a traditional high school diploma or a high school diploma by examination, if appropriate.



All students are administered the BASI Reading and Math Assessments within their first week of enrollment and are retested if they remain enrolled for a period that exceeds 30 days. In FY14, BCJJC was able to achieve an exceptional in both the areas of Attendance and GED Pass Rate with a 96% and a 100% respectively. Additionally, student achievement in reflected a 57% in Math Gains and a 48% in Reading Gains.

School Information (continued)

Lower Eastern Shore Children's Center

Lower Eastern Shore Children's Center (LESCC) is located in Salisbury, Maryland. The facility provides secure detention for 24 youth, both boys and girls, from Dorchester, Somerset, Wicomico and Worcester counties. During FY 14, LESCC served 360 students. 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.

During FY 2014, the school met the satisfactory standard for attendance with 94%. Of the students who stayed at the facility for more than 30 days, 65% made at least two months gains in reading. With relation to math gains, 57% of the students who stayed at the facility for more than 30 days made at least a two month gain.

Youth at LESCC also were provided with instruction in numerous Career and Technology Education courses culminating in the earning of certificates in ServSafe, Intro to Green Systems, and Connect to Business.



J. DeWeese Carter Center

The J. DeWeese Carter Center, located in Kent County is a secure detention center for 14 young ladies. 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.

During FY 2014, the Carter Center served 35 young ladies. The school at the Carter Center met all of the school improvement goals at the satisfactory or excellent level for FY 14. The attendance rate from July 2013-June 2014 was 96% meeting the excellent standard. Reading gains for students who stayed at the facility for more than 60 days or more was 60%. Math gains for students who stayed at the facility for more than 60 days was 63%. Additionally, four of the five students who attempted to obtain their high school diplomas by examination successfully passed all portions of the tests thus passed the GED exam which resulted in an 80% GED pass rate for FY 14.

In addition, the school at the Carter Center awarded a total of 57 certificates in a variety of Career and Technology Education courses including: ServSafe, Office Systems Management, Intro to Green Systems, Connect to Business, and Intro to Telecommunications.



School Information (continued)

William Donald Schaefer House

The William Donald Schaefer House is one of seven treatment programs operated by the Maryland Department of Juvenile Services (DJS). The Schaefer House is located in Baltimore City, and serves a total of 19 boys throughout the state, between the ages of 13-18. The facility provides individualized rehabilitative and mental health counseling. Specialized treatment and services encompass life skills, behavior modification, anger management, and a 120 day substance addiction program. All youths are afforded access to medical services.

The William Donald Schaefer House School is operated by The Maryland State Department of Education (MSDE) and served 50 students during FY14. Students receive comprehensive educational services five days a week for six hours daily for approximately three to six months. The education program provides middle and high school instruction



by teachers who are certified in their specific content areas. The curriculum provides instructions to middle and high school students. The curriculum consists of four 90 minute periods. Students attend Mathematics and English courses daily. Students also receive instruction in science, social studies, Career Research and Development and Office Systems Management on a rotating/every other day basis for 45 minutes.

Students may be eligible to pursue a General Educational Diploma (GED), complete preparation requirements, and take the GED examination while at the William Donald Schaefer House School. Students who are interested in pursuing a GED must be 16-18 years of age.

High school and middle school students are assessed by using the Basic Achievement Skills Inventory (BASI). Students complete the BASI within three days upon entering the school and in 60 day intervals until a score of 12.9 is achieved. The BASI is an achievement test, which assists in presenting an evaluation of academic skills in

mathematics and verbal skills. For FY 14, 61% of the youth receiving instructional services at Schaefer House made Reading Gains and 57% made Math Gains. Additionally, all four students at the William Donald Schaefer House School who attempted to obtain their high school diploma by examination succeeded, resulting in a 100% pass rate for FY 14.

To further enrich student educational experiences, community based field trips were scheduled throughout the school year to improve character, build leadership, and promote citizenship. To this end the students have continued to be actively engaged in building murals for the American Visionary Arts Museum (AVAM). These murals will be attached to the external walls of the entrance to the museum.

School Information (continued)

Alfred D. Noyes Children's Center

The Alfred D. Noyes Children's Center is a secure detention center located in Rockville, MD. The facility provides secure detention for 57 male and female youth. Maryland State Department of Education's Juvenile Services Education (JSE) Program provides six hours of weekday instruction in six subjects: English/Language Arts, Mathematics, Science, Social Studies, Office Systems Management and Career Research and Development. During FY 14, ServSafe and Green Technology Systems were added to the course offerings.

The JSE Program at Noyes is comprised of 11 staff members, including a principal, school counselor, four general educators, two special educators, a resource teacher, media specialist and a secretary/records clerk.

In FY 14, the school served 413 students with an attendance rate of 91%. For those students that remained in the facility for thirty days or more, 70% demonstrated at least a two-month gain in verbal skills and 67% demonstrated this growth in math skills this fiscal year. The GED passing rate for the fiscal year was 63%.

During the 2014 fiscal year the school hosted a Spring Career Fair in which various vendors such as Suburban Hospital, PNC Bank, The Aesthetics Institute of Cosmetology, Ray's Caterers, a pharmacist and a young entrepreneur participated. The goal of the career Fair was to prepare students for successful entry into the further education and training necessary for a highly competitive labor market requiring employability and career specific skills. The School also worked with the Department of Juvenile Services to bring in guest speakers such as radio personality Mark Clark and Debbie Jackson, a nuclear physicist.

In early May students planted a variety of plants and seeds including tomatoes, peppers, watermelons, zucchini, spaghetti squash, cucumbers, cantaloupes and collard greens. The goal of the project was to use gardening and plant-based learning to open the door to discovery of the living world while students earned service learning hours. The students were intellectually, emotionally and socially engaged while they planned, arranged and cared for the garden. The school donated over 1000 pounds of fresh produce to the Manna Food Bank.



Thomas J.S. Waxter Children's Center

The Thomas J. S. Waxter Children's Center is a secure detention facility for 42 girls located in Laurel, MD. The Juvenile Services Education Program at Waxter is comprised of ten staff members including a principal, special education teacher, four general education teachers, a guidance counselor, resource teacher, secretary/records clerk and librarian.

Students at the Waxter Center receive instruction in core academic subjects and special education services, if eligible. The Education Program provides Maryland State Department of Education (MSDE) curriculum based on the Career and College Readiness Standards and provided programming to 436 students in FY 14. This year, 63% of the young ladies made Reading Gains and 59% made Math Gains.

Additionally, Library/Media Services for research and reading reinforcement and utilization of the SmartBoard to facilitate internet opportunities for Universal Design for Learning (UDL) were integrated into students' school day. GED preparation support for identified students was provided along with Service Learning opportunities to assist students with meeting graduation requirements. Efforts toward assuring students have ample support are supplemented through Volunteer Mentors from CARES, POP initiatives, and Volunteer Grandparents, who assist the students and teachers.



School Information (continued)

Backbone Mountain Youth Center

Backbone Mountain Youth Center (BMYC) is located in Swanton, MD, and serves up to 48 male youth between the ages of 14 and 18. During FY 14, 133 students were enrolled in school.



Youth attending BMYC School are provided the same curriculum presented in the public schools of Maryland. The curriculum is based on the College and Career Readiness Standards approved by the Maryland State Department of Education. Priority is given to the core content areas of English, mathematics, social studies and science. Students may pursue their high school diploma through the traditional credit pathway or the GED pathway, with 50% of GED testers earning passing scores. During FY 14, 56% made Reading Gains and 64% made Math Gains. Career and Technology Education courses include Career Research Development along with a Construction Core curriculum. Students who complete all the modules in the Construction Core are identified as a certificate completer and are listed in a national registry. Other certificate programs include OSHA 10, ServSafe, and C-Tech programs.

A special offering at BMYC School is the college program. It is offered through the combined efforts of the Maryland State Department of Education, the Department of Juvenile Services and Garrett College. Students who are selected meet a strict criteria set by MSDE and have the opportunity to earn six college credit hours.

Green Ridge Youth Center

Green Ridge Youth Center (GRYC) located in Flintstone, Maryland serves up to 40 male youth between the ages of 14 and 18 for a six to nine month treatment cycle. Youth residing at GYRC attend school five days a week for six hours a day. During FY 14 the school served a total of 138 students.

Youth attending GRYC School are provided the same curriculum presented in the public schools of Maryland. The curriculum is based on the College and Career Readiness Standards approved by the Maryland State Department of Education. Priority is given to the core content areas of English, mathematics, social studies and science. In FY 14, 56% attained Math gains of two months of growth for every month of stay and 52% of youth attained two months of Reading gains. Students may pursue their high school diploma through the traditional credit pathway or the GED pathway. GRYC students had a 47% GED pass rate for FY 14.



Career and Technology Education courses include Career Research Development along with the Construction Core curriculum. Students who complete all the modules in the Construction Core are identified as a certificate completer and are listed in a national registry.

School Information (continued)

Meadow Mountain Youth Center

Located in Grantsville, in Garrett County, MD, Meadow Mountain Youth Center (MMYC) serves up to 40 male youth from ages 14 to 18 and is a 90 day substance abuse treatment program.

During FY14, MMYC School served 115 students and had yearly outcome data that indicated the following standards: Attendance 95%, GED pass rate 67%, Math gains 63%, and Reading gains 38%.

Youth attending MMYC School are provided the same curriculum presented in the public schools of Maryland that is based on the College and Career Readiness Standards approved by the Maryland State Department of Education. Priority is given to the core content areas of English, mathematics, social studies and science. Students may pursue their high school diploma through the traditional credit pathway or the GED pathway.

Career and Technology Education courses include Career Research Development along with the Construction Core curriculum. Students who complete all the modules in the Construction Core are identified as a certificate completer and are listed in a national registry.



Savage Mountain Youth Center

Savage Mountain Youth Center (SMYC) provides a six- to nine-month treatment program for male youth between the ages of 14 to 18 in the facility in Lonaconing, MD.

The school served a total of 101 students over the past year and met the excellent standard for attendance, at a rate of 96% for the year. Of students served, 40% made at least two months gain in Reading for each month of stay and 67% made at least two months gain in Math.

Priority is given to the core content areas of English, mathematics, social studies and science. Students may pursue their high school diploma through the traditional credit pathway or the GED pathway. This year, five students earned their GED while at SMYC.

Career and Technology Education courses include Career Research and Development along with the Construction Core curriculum. Students who complete all the modules in the Construction Core are identified as a certificate completer and are listed in the NCCER national registry.



School Information (continued)

Western Maryland Children's Center

The Western Maryland Children's Center (WMCC) is a secure detention facility located in Hagerstown, Maryland. Students, typically ages 13 through 19, are housed in WMCC. This year, the WMCC school enrolled 280 students and had an attendance rate of 95%, which is satisfactory.

MSDE's Juvenile Services Education Program at WMCC provides instruction within four 90-minute blocks per day throughout the year, overseen by a principal, two academic teachers, a special education teacher, guidance counselor, an instructional assistant, and an office secretary. Highly qualified teachers teach students the academic curricula of English, social studies, science and math. Students can also become certified in the areas of ServSafe and OSHA 10. During FY 14, youth at WMCC achieved a 58% Reading gain and a 73% Math gain.

The small environment lends itself to a professional atmosphere which reinforces to the students the concepts of respect and good character. Teachers tend to know the students and how they learn and are resulting in academic progress.



Victor Cullen Center

The Victor Cullen Center is a hardware secure treatment facility located in the Catoctin Mountains of Frederick County and houses forty-eight juvenile boys, ranging in age from 12-20, who have been committed to the Department of Juvenile Services. During FY 14, 149 students were enrolled in the school.



While in school, students were provided with a full range of academic coursework commensurate with their public school age peers. Courses in all academic areas comprise the students' schedules as well as instruction in Career and Technology Education. The school met the excellent standard for Attendance with 98%. Reading gains were at the 60% level and Math gains were at 64%.

Many students have found school to be difficult in the past. However, when arriving at a placement such as Cullen, they work closely with highly qualified teachers with high teacher/student ratio classrooms thus lending itself to increased student achievement. Students find success in an environment of caring adults who help guide them on the road to graduation from high school or its equivalency.

Often a hands-on approach to learning suits some students best and can be achieved through such occupational courses as ServSafe and CTE. Students are able to become certified in ServSafe, the Construction Core, and OSHA 10 in order to give them an advantage in the work force. Students also work on the campus and earn service learning hours toward their high school diploma.

School Information (continued)

Cheltenham Youth Facility

Cheltenham School is a detention center located in Cheltenham, Maryland. The facility houses male youth between the ages of 12 – 21 years old. The average daily population ranges from 90-125. These youth are housed in three units: Cornish, Rennie and Henry. The youth are detainees from Prince George’s, Charles, St. Mary’s, Calvert, and Anne Arundel Counties in Maryland, as well as the District of Columbia. The average length of stay for the youth is 30 days.

The school is staffed with MSDE certified teachers including five special educators, a guidance counselor, two CTE teachers, and a library media specialist. There are also two instructional assistants, an assessment staff member, an office clerk and an office secretary.

Students travel with their units to the school. For school purposes, each unit is divided into two or three groups. The school operates on a five-period, A/B Day Schedule which provides students 6 hours of instruction daily. Instruction in core content courses based upon College and Career Readiness Standards are offered to all students. Additionally, eligible students receive Special Education services. Students are also provided with the GED preparatory program when appropriate. During FY 14, Cheltenham Youth Facility (CYF) achieved a 100% GED pass rate.

A PoP (Pen or Pencil) mentoring program is available to assist students in building positive, pro-social skills which can be used when they return to their communities. Mentors make weekly visits the school and, once the students leave Cheltenham, they are able to connect with these mentors in their communities. Students are taught the relevance of history and its contribution to the development of their character and the daily social stress which they may encounter. The PoP program is embedded in the U.S History course. Service learning hours are tracked for the students who need them through the monthly activities of the PoP program.

Students who make outstanding progress in the classes will be nominated for the Student of the Week and the Student of the Month awards. They receive special recognition at an awards program after school.

Students take the Basic Achievement Skills Inventory during their orientation into the facility. These results are analyzed by the teachers to provide appropriate and differentiated instruction to students. Students are post- tested every thirty days to measure growth in Reading and Math. During FY 14, 52% of youth post-tested achieved Math gains and 42% achieved Raeding gains.

HSA’s are given during the regular testing period as determined by the state assessment center. Students are given an opportunity to take the HSA’s in Algebra, Biology, English, and Government. These scores will become a part of their records and then transferred to their home schools.



The students have an opportunity to receive Serve Safe (safe food handling) training and earn a certificate upon completing the testing requirements. The Office Systems Management Program offers students an opportunity to receive certificates in MS Office, and Keyboarding.

FY 14 July 1st Enrollment

Facility	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Baltimore City Juvenile Justice Center	124	113	104	85	90	91	70
Charles H. Hickey, Jr	65	67	75	37	51	46	45
Lower Eastern Shore Children's Center	25	22	25	20	19	34	24
Victor Cullen Center	12	32	35	36	37	46	43
J. DeWeese Carter Center	27	12	14	15	8	10	13
Western Maryland Children's Center	NA	NA	NA	29	18	17	22
Cheltenham Youth Facility	NA	NA	NA	NA	NA	74	89
Thomas J.S. Waxter Center	NA	NA	NA	NA	NA	NA	69
William Donald Schaefer House	NA	NA	NA	NA	NA	NA	14
Alfred D. Noyes Center	NA	NA	NA	NA	NA	NA	40
Backbone Mountain Youth Center	NA	NA	NA	NA	NA	NA	40
Meadow Mountain Youth Center	NA	NA	NA	NA	NA	NA	39
Savage Mountain Youth Center	NA	NA	NA	NA	NA	NA	31
Green Ridge Youth Center	NA	NA	NA	NA	NA	NA	37
Juvenile Services Education Program	253	246	253	222	223	318	576

FY 14 Total Enrollment

Facility	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Baltimore City Juvenile Justice Center	686	1,236	1,211	1,034	1195	1611	1782
Charles H. Hickey, Jr	1,551	695	902	758	769	617	559
Lower Eastern Shore Children's Center	382	377	395	399	339	416	360
Victor Cullen Center	73	72	115	138	140	158	149
J. DeWeese Carter Center	136	210	225	181	86	36	35
Western Maryland Children's Center	NA	NA	NA	297	335	303	280
Cheltenham Youth Facility	NA	NA	NA	NA	991	1181	931
Thomas J.S. Waxter Center	NA	NA	NA	NA	NA	416	436
William Donald Schaefer House	NA	NA	NA	NA	NA	47	50
Alfred D. Noyes Center	NA	NA	NA	NA	NA	279	413
Backbone Mountain Youth Center	NA	NA	NA	NA	NA	NA	133
Meadow Mountain Youth Center	NA	NA	NA	NA	NA	NA	115
Savage Mountain Youth Center	NA	NA	NA	NA	NA	NA	101
Green Ridge Youth Center	NA	NA	NA	NA	NA	NA	138
Juvenile Services Education Program	2828	2590	2848	2807	3855	5064	5482

FY 14 Attendance Rates

Facility	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Baltimore City Juvenile Justice Center	90%	94%	95%	94%	96%
Charles H. Hickey, Jr	92%	95%	93%	93%	93%
Lower Eastern Shore Children's Center	93%	93%	95%	96%	94%
Victor Cullen Center	94%	94%	92%	94%	98%
J. DeWeese Carter Center	93%	91%	92%	96%	96%
Western Maryland Children's Center	NA	95%	96%	96%	95%
Cheltenham Youth Facility	NA	NA	86%	91%	87%
Thomas J.S. Waxter Center	NA	NA	NA	91%	91%
William Donald Schaefer House	NA	NA	NA	96%	98%
Alfred D. Noyes Center	NA	NA	NA	93%	91%
Backbone Mountain Youth Center	NA	NA	NA	NA	96%
Meadow Mountain Youth Center	NA	NA	NA	NA	95%
Savage Mountain Youth Center	NA	NA	NA	NA	96%
Green Ridge Youth Center	NA	NA	NA	NA	95%
Juvenile Services Education Program	92%	94%	92%	93%	94%

FY 14 GED Pass Rate

Facility	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Baltimore City Juvenile Justice Center	67% 2/3	83% 10/12	50% 1/2	80% 4/5	50% 5/10
Charles H. Hickey, Jr	63% 5/8	69% 11/16	52% 11/21	56% 10/18	44% 4/9
Lower Eastern Shore Children's Center	0% 0/2	50% 1/2	50% 1/2	67% 2/3	0% 0/0
Victor Cullen Center	67% 18/27	44% 8/18	47% 9/19	50% 14/28	31% 5/16
J. DeWeese Carter Center	0% 0/0	0% 0/0	25% 1/4	56% 5/9	80% 4/5
Western Maryland Children's Center	NA	0% 0/0	0% 0/1	100% 1/1	0% 0/0
Cheltenham Youth Facility	NA	NA	100% 1/1	72% 13/18	100% 1/1
Thomas J.S. Waxter Center	NA	NA	NA	0% 0/0	0% 0/0
William Donald Schaefer House	NA	NA	NA	57% 4/7	100% 4/4
Alfred D. Noyes Center	NA	NA	NA	75% 3/4	63% 5/8
Backbone Mountain Youth Center	NA	NA	NA	NA	50% 5/10
Meadow Mountain Youth Center	NA	NA	NA	NA	67% 6/9
Savage Mountain Youth Center	NA	NA	NA	NA	45% 5/11
Green Ridge Youth Center	NA	NA	NA	NA	47% 7/15
Juvenile Services Education Program	63% 25/40	63% 30/48	48% 27/56	60% 56/93	53% 47/89

FY 14 Reading Gains

Facility	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Baltimore City Juvenile Justice Center	192/454	234/541	240/547	180/377	154/320
Charles H. Hickey, Jr	56/114	117/323	149/255	100/132	46/84
Lower Eastern Shore Children's Center	34/69	15/35	42/70	36/48	24/37
Victor Cullen Center	78/122	61/154	55/127	61/105	97/161
J. DeWeese Carter Center	19/33	40/61	17/33	27/49	24/40
Western Maryland Children's Center	NA	61/99	56/84	36/60	31/53
Cheltenham Youth Facility	NA	NA	100/193	118/189	54/128
Thomas J.S. Waxter Center	NA	NA	NA	13/33	12/19
William Donald Schaefer House	NA	NA	NA	18/36	28/46
Alfred D. Noyes Center	NA	NA	NA	40/61	62/89
Backbone Mountain Youth Center	NA	NA	NA	NA	20/36
Meadow Mountain Youth Center	NA	NA	NA	NA	20/52
Savage Mountain Youth Center	NA	NA	NA	NA	2/5
Green Ridge Youth Center	NA	NA	NA	NA	15/27
Juvenile Services Education Program	416/786	548/1189	672/1255	580/1012	589/1097

FY 14 Math Gains

Facility	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Baltimore City Juvenile Justice Center	224/454	237/534	244/513	164/333	161/281
Charles H. Hickey, Jr	64/114	126/315	141/241	92/126	51/82
Lower Eastern Shore Children's Center	38/70	19/35	47/74	35/48	24/42
Victor Cullen Center	70/116	84/152	71/131	58/98	86/134
J. DeWeese Carter Center	20/32	35/63	20/34	26/41	22/35
Western Maryland Children's Center	NA	47/90	41/71	33/50	32/44
Cheltenham Youth Facility	NA	NA	108/191	100/182	66/127
Thomas J.S. Waxter Center	NA	NA	NA	21/34	10/17
William Donald Schaefer House	NA	NA	NA	16/34	24/42
Alfred D. Noyes Center	NA	NA	NA	35/66	58/86
Backbone Mountain Youth Center	NA	NA	NA	NA	18/28
Meadow Mountain Youth Center	NA	NA	NA	NA	27/43
Savage Mountain Youth Center	NA	NA	NA	NA	2/3
Green Ridge Youth Center	NA	NA	NA	NA	11/21
Juvenile Services Education Program	416/786	548/1189	672/1255	580/1012	592/985

