

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

October 1, 2017

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401-1925

The Honorable Thomas V. "Mike" Miller, Jr.
State House, H-107
100 State Circle
Annapolis, Maryland 21401-1991

The Honorable Michael E. Busch
State House, H-101
100 State Circle
Annapolis, Maryland 21401-1991

RE: 2017 Coordinating Council for Juvenile Services Education Report (MSAR #2538 and #8054)

Dear Governor Hogan, President Miller and Speaker Busch:

Attached please find the Fiscal Year 2017 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 2017, the Juvenile Services Education System continued administering the educational programs in 13 Department of Juvenile Services' residential facilities. These facilities include: Alfred D. Noyes Center (Rockville), Backbone Mountain Youth Center (Swanton), Baltimore City Juvenile Justice Center (Baltimore), Charles H. Hickey School (Parkville), Cheltenham Youth Facility (Cheltenham), Green Ridge Youth Center (Flintstone), J. DeWeese Carter Center (Chestertown), Lower Eastern Shore Children's Center (Salisbury), Meadow Mountain Youth Center (Grantsville), Savage Mountain Youth Center (Lonaconing), Thomas J.S. Waxter Center (Laurel), Victor Cullen Center (Sabillasville), and Western Maryland Children's Center (Hagerstown). As the 2017 annual report illustrates, the Juvenile Services Education System oversight of these educational programs has provided students with access to quality instruction which has allowed them to successfully transition back to their local schools and communities.

The Honorable Larry Hogan
The Honorable Thomas V. "Mike" Miller, Jr
The Honorable Michael E. Busch
October 1, 2017
Page 2

Thank you for your support as we continue to enhance efforts to provide high quality education services for students residing in Department of Juvenile Services' facilities throughout Maryland. If you have questions about this report or need additional information, please contact Deborah Grinnage-Pulley, Executive Director for Juvenile Services Education Systems, at (410) 767-0354 or by email at deborah.grinnage-pulley@maryland.gov.

Best Regards,



Karen B. Salmon, Ph.D.
State Superintendent of Schools

KBS/DGP

The Education Coordinating Council
for



Maryland State Department of Education

Juvenile Services Education System

Annual Report
2017

*“Preparing Students
for Successful Return
to the Community”*

Established in 2004



EARN
A HIGH
SCHOOL
DIPLOMA



LEARN
NEW
SKILLS

PREPARE
STUDENTS
FOR
SUCCESS



Karen B. Salmon, Ph.D.
State Superintendent of Schools

Andrew R. Smarick
President
Maryland State Board of Education

Larry Hogan
Governor

Deborah Grinnage-Pulley
Executive Director
Office of the Deputy for School Effectiveness
Juvenile Services Education System



The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/ expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to Department policy, please contact:

Equity Assurance and Compliance Office
Office of the Deputy State Superintendent for Finance and Administration Maryland State Department of Education
200 W. Baltimore Street - 6th Floor Baltimore, Maryland 21201-2595
410-767-0426 - voice
410-767-0431 - fax
410-333-6442 - TTY/TDD

For inquiries regarding this publication, please contact:
Deborah Grinnage-Pulley, Executive Director, Juvenile Service Education System, deborah.grinnage-pulley@maryland.gov

About Us

JSES

The Juvenile Services Education System (JSES) provides educational services to youths detained and committed to the Maryland Department of Juvenile Services (DJS). JSES administers education services in thirteen DJS facilities statewide.

MISSION

JSES schools challenge students to earn credits toward their high school diplomas, industry certifications to enhance their employability, and when appropriate, high school diplomas by examination.

VISION

JSES will be recognized for accelerating student achievement and preparing students for a successful transition to their communities.



Table of Contents

INTRODUCTION

- History 4
- Students 5
- Locations 6
- JSES System Administration 7-8
- Instructional Programs 9-11
- Outcomes and School Accountability 12-13

DETENTION CENTER

School Profiles

- Alfred D. Noyes Center 14
- Baltimore City Juvenile Justice Center 15
- Charles H. Hickey, Jr. School 15
- Cheltenham Youth Detention Center 16
- Lower Eastern Shore Children's Center 16
- Thomas J.S. Waxter Children's Center 17
- Western Maryland Children's Center 17

TREATMENT CENTER

School Profiles

- Backbone Mountain Youth Center 18
- Green Ridge Youth Center 19
- J. DeWeese Carter Youth Center 19
- Meadow Mountain Youth Center 20
- Savage Mountain Youth Center 20
- Victor Cullen Center 21

- Treatment Center School Outcome Trends 22
- Detention Center School Outcome Trends 23
- Final Comment 24

History *Established in 2004*

The Education Coordinating Council for the Juvenile Services Education System (ECCJSES) 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 the 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 documents the activities and accomplishments of the recently renamed Juvenile Services Education System (JSES).

The Council met on November 29, 2016 and reviewed JSES' accountability outcome data for FY 2016 involving academic gains, attendance, and Maryland Diploma completions. Members received updates on FY 2016 JSES initiatives. These included:

- Review of a Three Year Strategic Plan
- Legislative update
- Expansion of recruitment and hiring measures
- On-going technology enhancement projects
- On-going efforts involving the use of a student information system for capturing JSES data.



Additionally, the Council met on May 16, 2017 and received updates on:

- Legislaton
- Department of Juvenile Services
- Curriculum and Instruction
- Strategic Plan Verification Review
- Innovative & Effective School Practice

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 Individuals with Disabilities Education Act (IDEA) mandates appropriate educational services for all students under twenty-two years of age with a certified disability that constitutes an educational impairment.

4,032
Students Served

Students

Approximately 4,032 youth were served by the MSDE Juvenile Services Education System during FY 2017 operating at:

- Alfred D. Noyes Center (NOYES)
- Backbone Mountain Youth Center (BMYC)
- Baltimore City Juvenile Justice Center (BCJJC)
- Charles H. Hickey, Jr. School (CHHS)
- Cheltenham Youth Facility (CYF)
- Green Ridge Youth Center (GRYC)
- J. DeWeese Carter Center (CC)
- Lower Eastern Shore Children's Center (LESCC)
- Meadow Mountain Youth Center (MMYC)
- Thomas J.S. Waxter Center (WAXTER)
- Victor Cullen Center (VCC)
- Savage Mountain Youth Center (SMYC)
- Western Maryland Children's Center (WMCC)



At entry, the average reading and math scores for this population continued to reveal substantial achievement deficits in both key core academic areas.

One thousand two hundred seventeen of the students served during FY 2017 had documented education disabilities. Of this total, 976 students were enrolled in detention schools and 241 were enrolled in treatment schools.

Of the 1,217 students with disabilities, the majority were designated with an emotional disability. The average stay typically ranged from short as 15 days in detention to 197 days in treatment facilities. The unique instructional challenges illustrated by the population necessitated the need for effective and well-planned instruction.



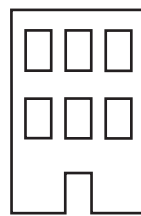
462

Total Youth enrolled on July 1, 2016



4,032

Total youth educated throughout the year in JSES schools



13

Detention Center & Treatment Facilities



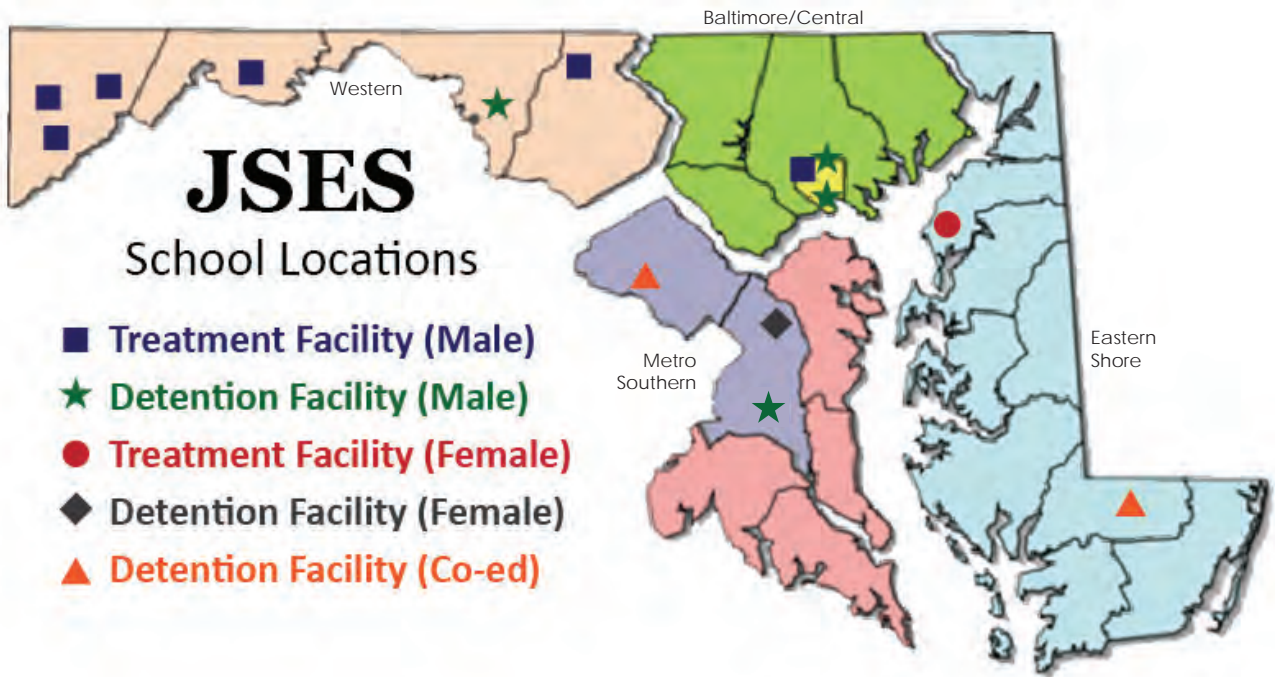
1,217

Students with educational disabilities

Locations

13
Centers

MSDE Juvenile Services Education System schools are located in the following DJJ residential facilities:



Baltimore/Central

FACILITY	LOCATION	TYPE
BCJJC	Baltimore	Male Detention Center
HICKEY	Parkville	Male Detention

Eastern Shore

FACILITY	LOCATION	TYPE
CARTER	Chestertown	Female Treatment Center
LESCC	Salisbury	Co-ed Detention Center

Western

FACILITY	LOCATION	TYPE
BBYC	Swanton	Male Treatment Center
GRYC	Flinstone	Male Treatment Center
MMYC	Grantsville	Male Treatment Center
SMYC	Lonaconing	Male Treatment Center
VCC	Sabillasville	Male Treatment Center
WMCC	Hagerstown	Male Detention Center

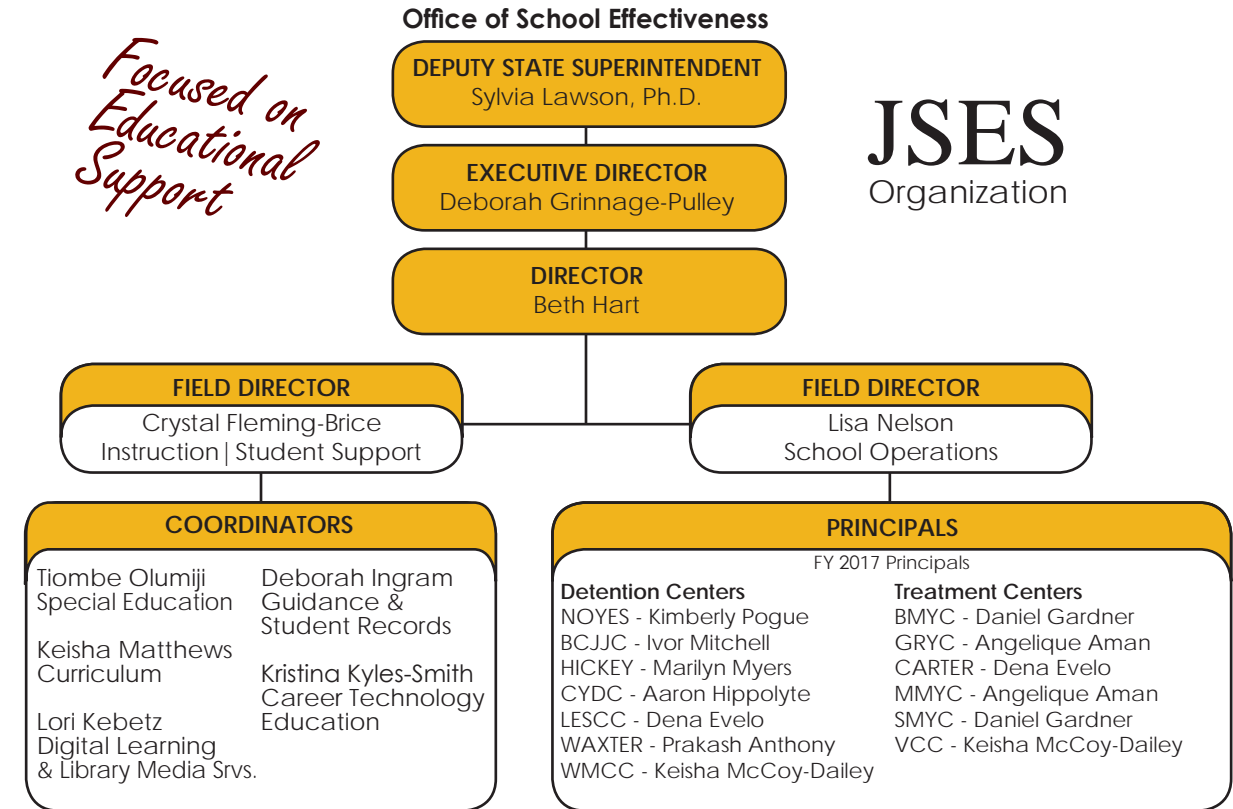
Metro/Southern

FACILITY	LOCATION	TYPE
NOYES	Rockville	Co-ed Detention Center
CYDC	Cheltenham	Male Detention Center
WAXTER	Laurel	Female Detention Center

JSES System Administration

Organization

The JSES is part of the Office of School Effectiveness within the MSDE. JSES's primary focus is to provide educational support to students and help them accrue credits toward graduation or receive a diploma by examination (GED).



JSES collaborates with MSDE's **Office of Information Technology (OIT)** staff and with the DJS OIT staff to ensure the system is provided access to the best available resources—from network access to new and evolving technology. Through on-going and systematic coordination with the JSES leadership and schools, MSDE OIT and JSES instructional technology staff provide support to ensure all JSES schools, staff, and students are able to access a variety of instructional software and applications.

JSES System Administration

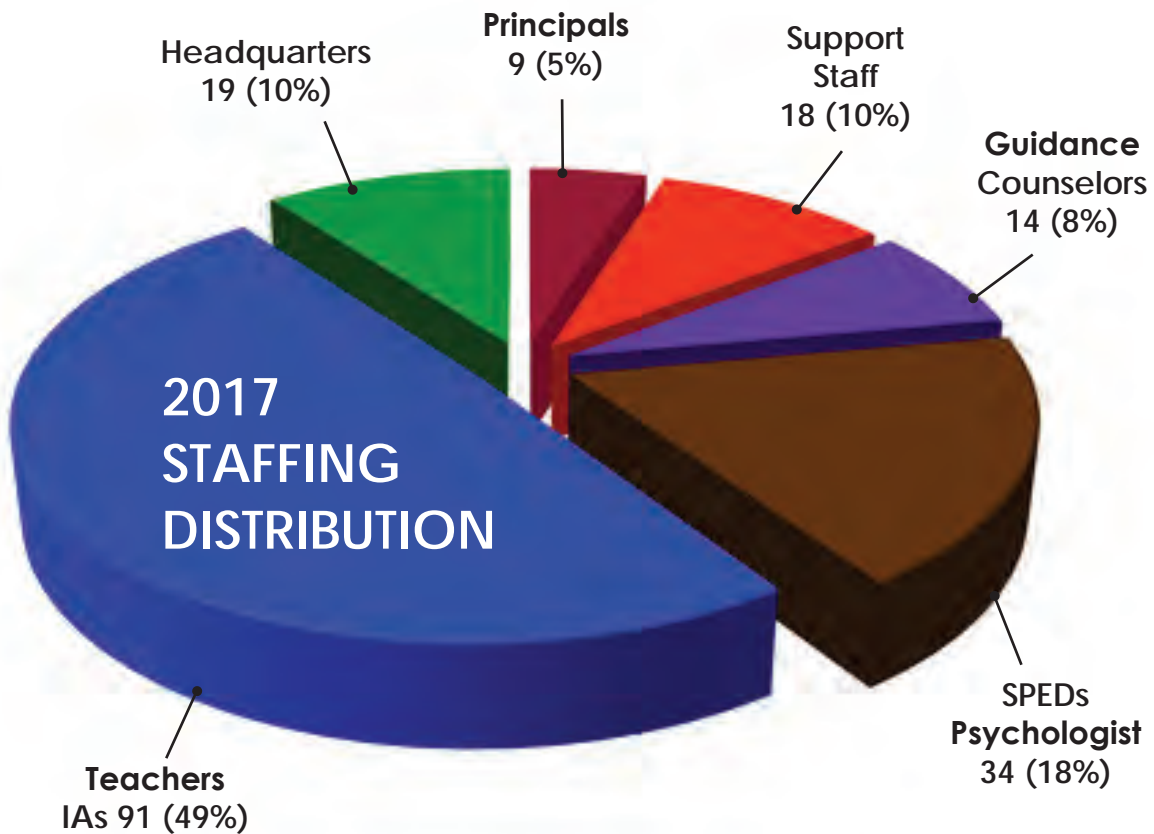
Student Information System

JSES is a part of the State Longitudinal Data System. During FY 2017, JSES was in the third year of the deployment of Power School, the comprehensive Student Information System (SIS).

Professional Development

JSES staff participated in comprehensive professional development designed to increase capacity and proficiency for delivering high-quality instruction. The Core Content Lead group continued work expanding the dedicated JSES curriculum as well as provided systemic professional development designed to extend and deepen instructional capacity in their respective core areas.

High Quality Instruction



Instructional Programs

The mission of the Juvenile Services Education System is to challenge students to earn credits toward their high school diplomas, industry certifications to enhance their employability, and when appropriate, high school diplomas by examination. To fulfill this mission, highly focused and individualized instruction is often needed.

The Path Toward Graduation

Credits Toward High School Graduation

The majority of students enrolled in JSES schools are behind in their course credits toward graduation. By offering courses aligned to the Maryland College and Career Readiness Standards (CCRS), students are able to earn credits toward graduation while in a JSES school. Students who complete courses and meet mastery receive one credit for each course successfully completed.

CORE CONTENT AREA COURSES OFFERED IN JSES SCHOOLS			
English	Mathematics	Social Studies	Science
English I	Algebra I	World History	Biology
English II	Algebra II	US History	Chemistry
English III	Geometry	Government	Physics
English IV	Pre-Calculus		

Basic Achievement Skills Inventory (BASI)

Many students will not be enrolled long enough to complete a full course of instruction. The goal of BASI is to keep students on track for returning to their home schools. The goal of all instruction in JSES schools is for a student to achieve two months' worth of learning in one month's time. To assess the student's current knowledge in the subject area and measure growth toward this target, the BASI is used. All students are assessed when they enroll and after every thirty days of instruction.

Service-Learning

Students participated 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. The MSDE provided leadership assistance to school administrators and staff at schools in creating new plans and revising existing service-learning plans.

GED

For some students, the path to a high school diploma is the General Education Diploma (GED) program. During FY 2017, JSES had 76 students successfully obtain their high school diplomas through examination. It is important to note that this was a 29% increase over the percentage of students obtaining their high school diplomas through examination during FY 2016.



Instructional Programs

The Road to Employment

Career and Technology Education (CTE)

In FY 2017, JSES continued efforts to ensure the alignment of all the CTE classes to those offered within local school systems across the State, which allowed JSES students the ability to earn course credit and for those credits to be recognized by other school systems. The JSES CTE classes allows students to earn credits in different CTE pathways and offers courses in the following CTE Programs of Study:

Business Administrative Services

Business Administrative Services provides a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance.

Construction Trades

The Construction Trades course is aligned to the National Center for Construction Education and Research (NCCER) curriculum. Students are able to progress through the modules of the core curriculum. Upon completion of all modules in this pathway, students earn industry certification.

Guidance and Counseling

The school 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. Counselors provide individual and small group counseling as needed.

*1,686 Students
Earned Industry Certificates*

Career Research and Development

CRD encompasses Financial Literacy activities based on the Maryland curriculum for Personal Financial Literacy Education in addition to general life skill instruction including resume creation and interview skills.

JSES also allows students the opportunity to earn industry 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. Certifications at the various facilities include the following:

- NCCER Core
- OSHA 10
- IC3 (Internet & Computing Core)
- C-Tech Certificates
- National Retail Federation
- Customer Service & Sales
- Medical Billing & Coding
- Flagger
- Servsafe
- Financial

Instructional Programs

Support Along the Way



Special Education

The JSES 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) and Code of Maryland Regulations 13A.05.01. 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. JSES staff, including the special education coordinator, special education compliance specialist, special education teachers, psychologists, school counselors, and contracted speech/language services, work diligently on a daily basis to ensure that a continuum of special education and related services are provided to students with disabilities.

Instructional Technology

JSES Instructional Technology (IT) continued on-going collaborative efforts with the MSDE OIT and the DJS OIT to ensure technology best practices in building infrastructure. JSES school interconnectivity was monitored and supported to ensure the daily effective, efficient, technology-rich educational programming to JSES students. Network Maryland made provisions for JSES schools to communicate over secure channels. This collaborative partnership ensured installation of an effective JSES network model.

Online Credit Recovery and Foreign Language

JSES implemented the use of APEX for credit recovery and original credit. Students are able to recover credits using an online option as well as take courses needed for graduation through a virtual option. Students who need to earn credits in a foreign language (Spanish, French, Chinese) have the opportunity to earn credits with a virtual teacher through the Florida Virtual School.



Library Media

The JSES Library Media Program, through collaboration with MSDE OIT and JSES IT staff, engaged in planning to increase and enhance the use of technology. The collaboration provided the opportunity for school librarians, together with classroom instructors, enhancement of skills designed to extend the content area curriculum through the use of virtual resources. On-going library media efforts during FY 2017 included the expansion of access to digital learning opportunities as well as the integration of digital learning within the classroom setting.

Outcome & School Accountability

School Accountability

Data critical to the JSES is collected throughout the fiscal year in order to make informed educational and policy decisions regarding school improvement and student achievement. A program improvement initiative was established under the direction of the Education Coordinating Council for Juvenile Services Education. Each school is held accountable for making progress toward achieving

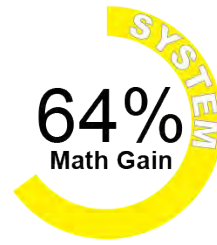
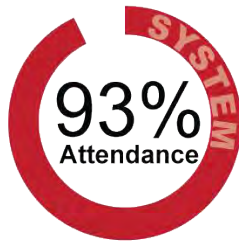
satisfactory/excellent levels of performance in four key areas: attendance, reading gains, mathematics gains, and GED test pass rate. These areas reflect JSES's goal to accelerate student achievement in preparation for successful return to the community. During FY 2017, the number of academic and CTE credits students obtained while in JSES as well

as the passing rate for GED subtests continues to be collected. The standards noted in the table below were approved by the Council in FY 2010 and remained in effect for FY 2017.



Key Performance Area	Description	Satisfactory	Excellent
Attendance	The percent of enrolled students in school during each class period of the day.	94%	96%
Reading Gains	The percent of all tested students that demonstrated at least two months' growth on the Basic Achievement Skills Inventory (BASI) pre- and post-test in reading, for every thirty days of enrollment.	60%	70%
Mathematics Gains	The percent of all tested students that demonstrated at least two months growth, on the Basic Achievement Skills Inventory (BASI) pre- and post-test in mathematics, for every thirty days of enrollment.	60%	70%
GED Pass Rate	The percent of students that completed the GED exam and earned a passing score on all four sections.	60%	70%

Outcome & School Accountability



State-Wide JSES School Performance

At the school level, continuous improvement efforts are led by the School Improvement (SI) Team which is usually chaired by a teacher. The team submits an annual School Improvement Plan (SIP) to the JSES 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.

Data Quality

All JSES schools submit monthly reports which are 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 as school performance measures. Starting in FY 2018, schools will submit data into Power School which will be monitored by Principals and Headquarter's staff.



School Profiles

Detention Center Summary



Alfred D. Noyes Children's Ctr.
Rockville, MD



Baltimore City Juvenile Center
Baltimore, MD



Charles H. Hickey, Jr. School
Baltimore, MD



Cheltenham Youth
Detention Center
Cheltenham, MD



Lower Eastern Shore
Children's Center
Salisbury, MD



Thomas J.S. Waxter
Children's Center
Laurel, MD



Western Maryland
Children's Center
Hagerstown, MD

Alfred D. Noyes Children's Center



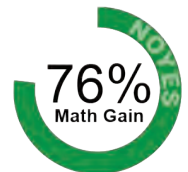
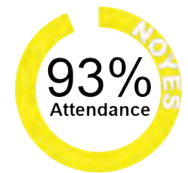
Type: Co-ed Detention
Student Capacity: 57
Total Faculty/Staff: 10
Location: Montgomery Co.

Students attending Alfred D. Noyes Children's Center during FY 2017 demonstrated an 80% post-test gain in reading and 76% post-test gain in mathematics. Students maintained a 100% GED pass rate.

Alfred D. Noyes Children's Center students achieved a 93% attendance rate.

Students participated in the Alfred D. Noyes Children's Center's 4th Annual Career Fair where they interacted with education and training representatives as well as community partners supporting reentry and future employment. Students also planted, tended, and harvested a service-learning garden. All the

vegetables were donated to a Montgomery County food pantry for distribution to local residents in need of food. The students have donated over 150 pounds of beets, eggplants, radishes, cucumbers, green and yellow squash, jalapenos, and tomatoes. Additionally, one student had poems selected for publication in the 2017 Word's Unlocked Anthology.



School Profiles

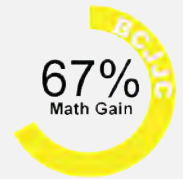
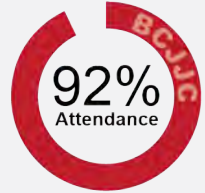
Baltimore City Juvenile Justice Center



Type: Male Detention
Student Capacity: 120
Total Faculty/Staff: 27
Location: Baltimore City

During FY 2017, ten Baltimore City Juvenile Justice Center (BCJJC) students earn their high school diploma, an increase of six students and a 92% attendance rate for the year. Sixty-Seven percent of students post-tested in mathematics demonstrated two months growth. Several Baltimore City Juvenile Justice Center students who

had earned their diploma, had the opportunity to register for classes at Baltimore City Community College during FY 2017. BCJJS students actively participated in the career day where representatives from the military, fire department, local barbers, and local chefs presented their trade to students.



Charles H. Hickey, Jr. School



Type: Male Detention
Student Capacity: 72
Total Faculty/Staff: 23
Location: Baltimore Co.

During FY 2017, Charles H. Hickey, Jr. School (CHHS) outcome data reflected an increase of 18% in reading, with 74% of those students being post-tested after thirty days of enrollment in comparison to their FY 2017 post-testing outcome data. Seven students were able to

successfully obtain their high school diplomas through examination while attending CHHS in FY 2017.

In the 2016-2017 school year, students worked diligently to provide students with a higher level of education and community outreach as evidenced by the success of students during the school year. CHHS placed first in the CHAMP September Spelling Bee, November Oratorical Contest, and the February Black Oratorical Contest. As well, we took 2nd place in the CHAMPS May Math Bowl.

Through the Unjammed project, one of our students placed 4th in a National Coding Contest. In October, we hosted our first Spoken Word Event at the facility. Twenty students met the requirements of grades, behavior, and an original work of poetry. It was phenomenal event that was celebrated by both staff and students. CHHS also reached out to the community during Valentine's week and provided 117 pairs of socks filled with toiletries to the homeless community in Baltimore City.



School Profiles

Cheltenham Youth Detention Center



Type: Male Detention
Student Capacity: 115
Total Faculty/Staff: 21
Location: Prince George's Co.

In November of 2016, students moved into the new facility.

During FY 2017, Cheltenham Youth Detention Center demonstrated gains and 67% of students post-tested in mathematics achieved two month gains. Cheltenham Youth Detention Center attendance rate in FY 2017 was 90%.

Students hosted a historian from the National Museum

of African American History. The historian had small group discussions with boys about how Africans, many through slavery, populated the western hemisphere. A virtual tour of the new National Museum of African American History and Culture. Students also participated in the annual career fair with more than 20 local businesses.



Lower Eastern Shore Children's Center

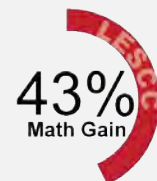
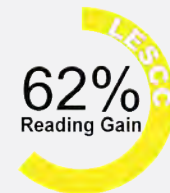


Type: Co-ed Detention
Student Capacity: 24
Total Faculty/ Staff: 8
Location: Wicomico Co.

In FY 2017, the Lower Eastern Shore Children's Center (LESCC) achieved a 95% attendance rate. One student earned a traditional high school diploma by completing required credits LESCC. Students also achieved a 62% post-test gains in reading in FY 2017.

Lower Eastern Shore Children's Center

celebrated the 3rd Annual Music appreciation day, students also participated in the Oratorical and Math contest during FY 2017. Local businesses and the University of Maryland Eastern Shore provided guest speakers during the school year. Students also participated in Operation Gratitude, writing letter of appreciation to soldiers.



School Profiles

Thomas J.S. Waxter Children's Center



Type: Female Detention
Student Capacity: 42
Total Faculty/Staff: 9
Location: Prince George's Co.

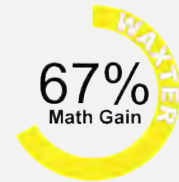
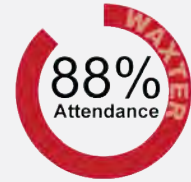
Students attending Thomas J. S. Waxter Children's Center achieved a 67% in mathematics gains as demonstrated through post-testing.

The overall attendance rate was 88% during FY 2017.

During FY 2017, students were awarded 139 CTE certificates in the area of ServSafe, Financial Literacy, Green Technology Systems, Retail Federation, Medical Billing and Coding and OSHA. Thomas J.S. Waxter Children's Center established partnership with the University of Maryland in collaborating

a Poetry Contest and Essay Contest and exchanged anonymous poems and essays with "the Voice writer" of the University of Maryland.

A Career Fair with various community businesses was held in May 2017 and a few students were able to secure internships with presenters/community businesses of the event. During FY 2017, the school invited many guest speakers, held various assemblies and introduced numerous instructional projects for its students.



Western Maryland Children's Center



Type: Male Detention
Student Capacity: 24
Total Faculty/Staff: 7
Location: Washington Co.

Students at Western Maryland Children's Center (WMCC) successfully obtained their high school diplomas through examination at the rate of 100% as well as achieving a 95% attendance rate.

Students also participated in the Oratorical, Poetry and Math competitions during FY 2017. Literature selections in English class were used to prompt perseverance in solving math

solutions using basketball stats and free throw contests. Additionally, a local organization, Dads Connected, mentored the students at WMCC and a spring celebration was held which included chess and checkers competitions.



School Profiles

Treatment Center Summary

Maryland Out-of-Home Treatment Facilities

		
Backbone Mountain Youth Center Swanton, MD	Green Ridge Youth Center Flintstone, MD	J. DeWeese Carter Youth Center Chestertown, MD
		
Meadow Mountain Youth Center Grantsville, MD	Savage Mountain Youth Center Lonaconing, MD	Victor Cullen Center Sabillasville, MD

Backbone Mountain Youth Center

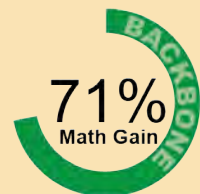
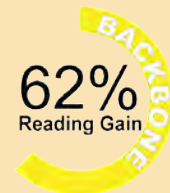


Type: Male Treatment
Student Capacity: 48
Total Faculty/ Staff: 12
Location: Garrett Co.

During FY 2017, students attending Backbone Mountain Youth Center (BMYC) achieved a 95% attendance rate and 71% of the students post-testing in mathematics demonstrated two months growth. Twelve students successfully obtained their high school diplomas while attending Backbone Mountain Youth Center during FY 2017.

Students completed service-learning

projects, including making chew toys for a local animal shelter, resulting in their earning 90 service-learning hours. Students participated in C-Tech (Intro to Telecommunications certificate and Mission Blackboard certificate), Serv-Safe, and OSHA occupational training. BMYC continues to partner with Garrett College which allows students to attend classes on campus which initiates their college careers.



School Profiles

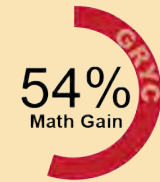
Green Ridge Youth Center



Type: Male Treatment
Student Capacity: 40
Total Faculty/Staff: 11
Location: Allegany Co.

Four students attending Green Ridge Youth Center successfully obtained their high school diplomas through examination during FY 2017. Students demonstrated a 57% gain in reading post-testing data outcomes. Students achieved a 97% attendance rate during FY 2017.

Youth Center students focused on celebrating diversity during FY 2017, with studies centered around Women's Equity, Black History, and Hispanic Heritage. Students experienced a field trip to the Antietam Battle field and participated in service-learning projects such as placing flags on the graves of veterans for Veteran's Day.



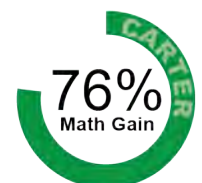
J. DeWeese Carter Youth Center



Type: Female Treatment
Student Capacity: 14
Total Faculty/Staff: 6
Location: Kent County

Students attending J. DeWeese Carter Center during FY 2017 demonstrated a 96% attendance rate. Three students were able to successfully obtain their high school diplomas by examination. Additionally, students increased their reading gains by 16%.

Students participated in Mathematics, Oratorical Contest, and Operation Gratitude. Guest speakers from the local colleges spoke to students and students were able to participate in the Mobile Resume Van.



School Profiles

Meadow Mountain Youth Center

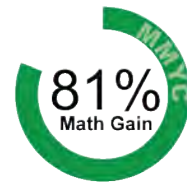
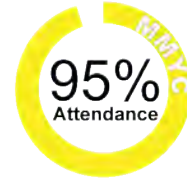


Type: Male Treatment
Student Capacity: 40
Total Faculty/Staff: 9
Location: Garrett Co.

Thirteen students attending Meadow Mountain Youth Center (MMYC) successfully obtained their high school diplomas through examination during FY 2017. Additionally, 81% of students post-tested demonstrated mathematics gains and the average attendance rate was 95% in FY 2017.

Students had the opportunity to engage in a Memorial Day

activity where they distributed of flags for Rocky Gap Veterans Cemetery and sent cards and letters to the Veteran's Hospital. Students in the CRD classes created a large checkerboard to be donated to the local woman's shelter. Additionally, in preparation for Adopt a Shelter Dog Month, students researched animal shears, used recipes to create dog treats, and obtained donated material to create dog toys, which will be given to the local shelter.



Savage Mountain Youth Center

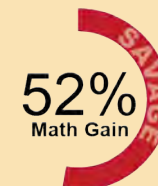


Type: Male Treatment
Student Capacity: 36
Total Faculty/Staff: 7
Location: Allegany Co.

Students attending Savage Mountain Youth Center (SMYC) achieved a 95% attendance rate. Six students successfully obtained their high school diplomas through examination. During FY 2017, 52% of students post-testing in mathematics demonstrated two month's growth.

SMYC received a mini-grant from the Chesapeake Bay Trust Foundation that provided

experiences in environmental science, with a focus on eco-restoration. Students participated in competitions involving public speaking, mathematics, spelling and a black history contest. Students have also earned industry-recognized certificates in OSHA 10, C-Tech, ServSafe, Flagger, Green Tech, National Retail, and Financial Literacy.



School Profiles

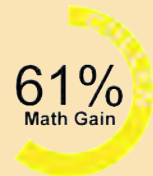
Victor Cullen Center



Type: Male Treatment
Student Capacity: 48
Total Faculty/Staff: 13
Location: Frederick Co.

Eleven students attending Victor Cullen during FY 2017 were able to successfully obtain their high school diploma through examination and 61% of students post-tested in mathematics demonstrated a two-month gain after thirty days of enrollment. Student achieved a 90% attendance rate.

Students enrolled at Victor Cullen Center during FY 2017 enjoyed involvement in several activities such as the poetry slam, 22nd Annual Oratorical contest, Math Bowl and Frederick Community College Education Day. Students participated in a variety of service learning projects; they built and donated bird houses, made Christmas cards for the elderly and the Green house project.



TREATMENT CENTERS

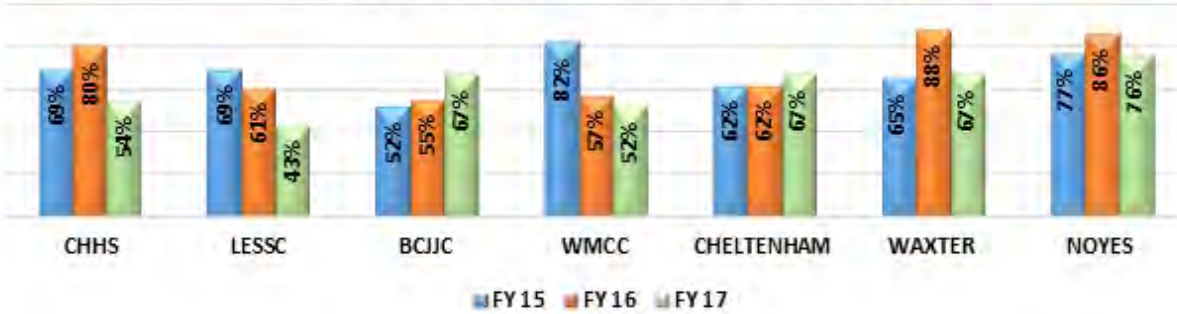


Detention Center Outcome Trends

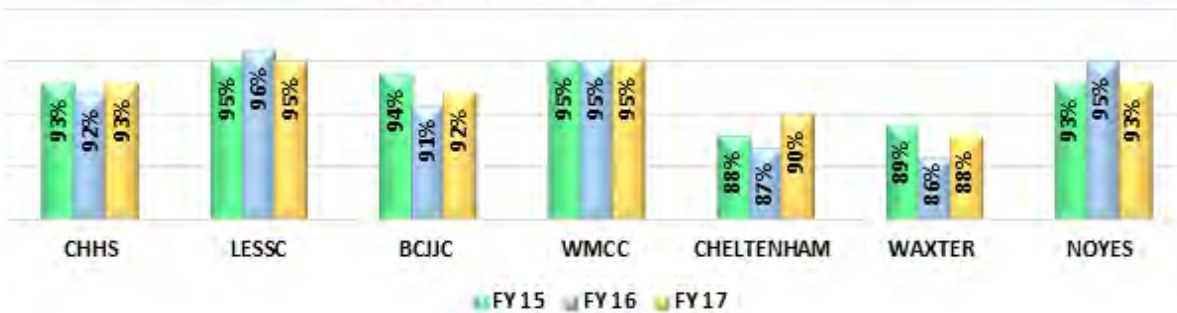
Percent of Students Meeting Reading Gains



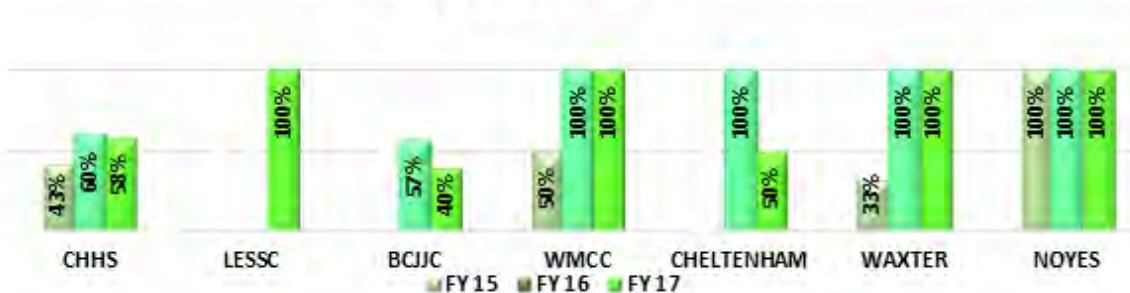
Percent of Students Meeting Math Gains



Daily Attendance Rates

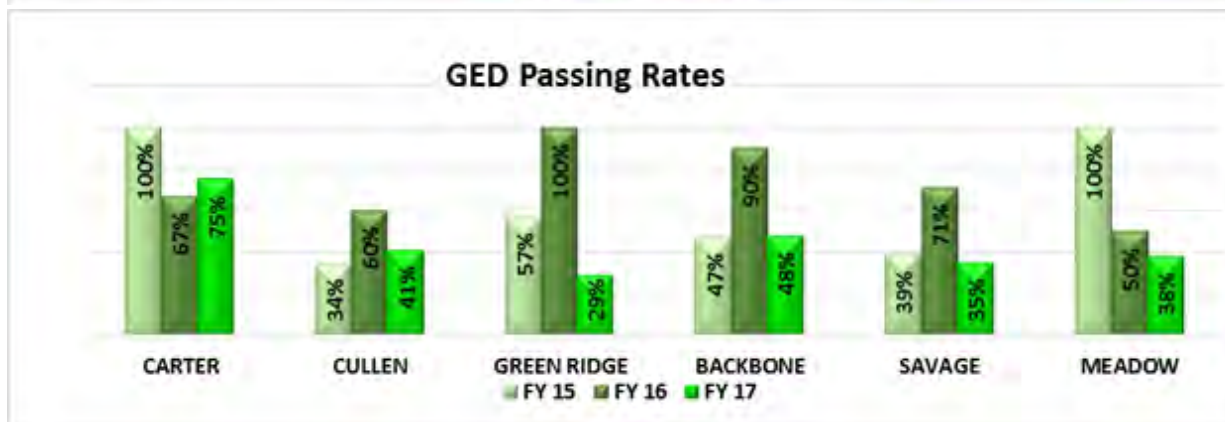
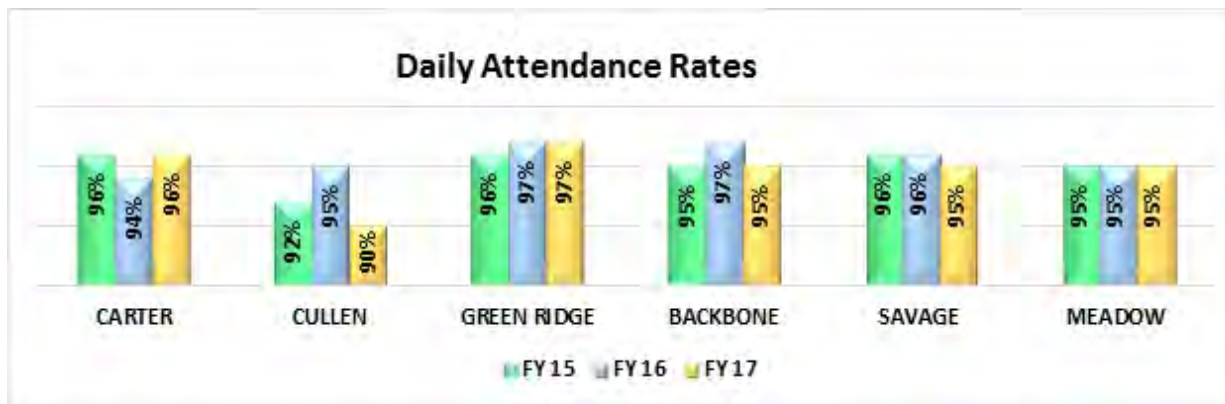
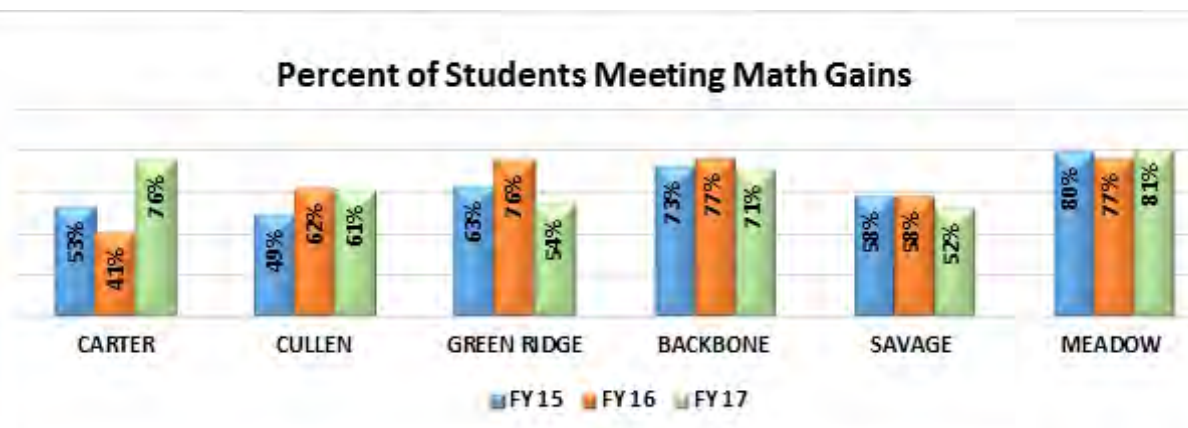
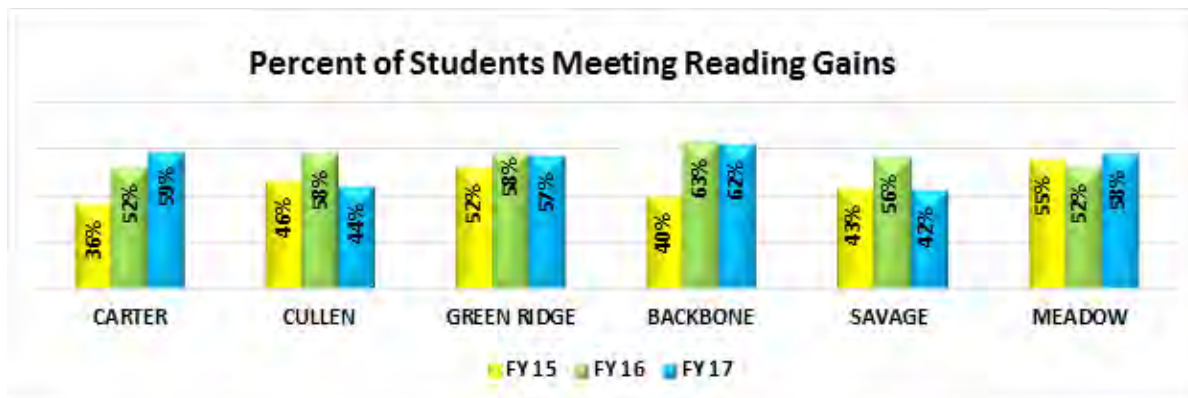


GED Passing Rates



* No data indicates no students qualified to take the GED exam.

Treatment Center Outcome Trends



* No data indicates no students qualified to take the GED exam.

Final Comment

The information contained in this report is intended to provide an overview of the accomplishments and activities of the JSES during fiscal year 2017. Since the creation of the JSES in 2004, JSES staff across the State have focused daily on providing students who reside in the Department of Juvenile Services' facilities access to rigorous and relevant educational opportunities. It is through these continuing efforts shared in this report, as well as with the support of the Governor and the General Assembly, that educational needs are met in a consistent and effective manner.



Maryland State Department of Education
Office of School Effectiveness
Juvenile Services Education System
200 W. Baltimore Street
Baltimore, Maryland 21201