Mohammed Choudhury
State Superintendent of Schools

November 2, 2021

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

The Honorable Adrienne A. Jones
H-107, State House
100 State Circle
Annapolis, Maryland 21401-1991

The Honorable Bill Ferguson
H-101, State House
100 State Circle
Annapolis, Maryland 21401-1991

Re: 2021 Coordinating Council for Juvenile Services Education Report (MSAR #2538 and MSAR #8054)

Dear Governor Hogan, President Jones, and Speaker Ferguson:

In accordance with § 22-306 of the Education Article of the Annotated Code of Maryland, please find attached the Fiscal Year 2021 report of the Education Coordinating Council for Juvenile Services Educational Programs. Due to the repeal of this portion of statute as a result of the passage of Senate Bill 497 of 2021, this will be the final report submitted from the Maryland State Department of Education.

In FY 2021, the Juvenile Services Education System continued administering the education programs in 12 Department of Juvenile Services' residential facilities. These facilities include: Alfred D. Noyes Center (Rockville), Backbone Mountain Youth Center (Swanton), Baltimore Juvenile Justice Center (Baltimore), Charles H. Hickey School (Parkville), Cheltenham Youth Facility (Cheltenham), Green Ridge Youth Center (Flintstone), Lower Eastern Shore Children's Center (Salisbury), Mountainview Youth Center (Swanton), Savage Mountain Youth Center (Lonaconing), Thomas J.S. Waxter Center (Laurel), Victor Cullen Center (Sabillasville), and Western Maryland Children's Center (Hagerstown). As the 2021 annual report illustrates, the Juvenile Services Education System oversight of these educational programs has provided students with access to quality instruction which has resulted in students obtaining credits that could transfer back to their local schools. Students were also provided access to career and technical certifications, diploma by examination, and post-secondary education.

The Honorable Larry Hogan
The Honorable Adrienne A. Jones
The Honorable Bill Ferguson
October 1, 2021
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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 any questions about this report or need additional information, please contact Crystal Brice, Field Director for Juvenile Services Education Systems at (410) 767-3185 or by email at crystal.fleming-brice@maryland.gov.

Best Regards,

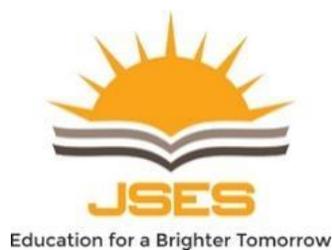Mohammed Choudhury
State Superintendent of Schools

MC/CNB

c: Sarah Albert (DLS Library — 5 copies)

The Education Coordinating Council

Maryland State Department of Education

The Juvenile Services Education System

Annual Report

2021

Education for a Brighter Tomorrow

"Education for a Brighter Tomorrow"

Table of Contents

About Us

JSES

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

Vision

Student growth is at the heart of our community. In JSES schools, our goal is to empower our students no matter their background or circumstances to successfully re-enter/re-engage with the community. We will prepare students to experience success in both academics and careers by connecting them to meaningful and challenging learning pathways.

Mission

Therefore, our mission is to provide:

- · **Relevant learning** that students can apply to their lives and future goals
- · **Rigorous academics** that challenge them to learn and grow
- · **Rewarding opportunities** for post-secondary experiences
- · **Respectful learning environment** that supports a comprehensive and holistic approach to academics, social, and emotional growth that is a comprehensive approach to serving the whole child.

History

- 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 (MSDE) in DJS facilities.
- The Council resides within the 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 DJS.
- 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 Juvenile Services Education System (JSES).
- The Council met on November 13, 2019, and reviewed the JSES' accountability outcome data for FY 2019 involving attendance and Maryland diploma completions. A partnership with Florida State University (FSU) was presented to the council. Florida State University conducted a comprehensive assessment of JSES and created an accountability system in three stages; discovery, implementation, and validation. Members received updates on FY 2019 JSES initiatives. Updates included:
  - Post-Secondary Education
  - Facility Updates
  - Staffing Updates
- Additionally, the Council met on May 13, 2020, and received updates on:
  - Florida State University Partnership
  - Chromebook updates
  - Northwest Evaluation Association (NWEA)/Measure of Academic Performance (MAP) (student assessment for academic growth)
  - Charlotte Danielson (teacher evaluation system)

- On May 18, 2021, Governor Hogan signed Senate Bill 497, Juvenile Services Education Board and Program – Establishment, Powers, and Duties. The new law repealed provisions of law establishing educational programs for juveniles in residential facilities under the State Department of Education by: establishing the Juvenile Services Education Board in the Department of Juvenile Services, requiring the Board to approve all educational services for juveniles in a residential facility beginning July 1, 2022, establishing the Juvenile Services Education Program, and requiring the Board, to the extent practicable, to reflect the diversity of the student population that the Department serves.

Frequently Used Terms

- **ACCUPLACER** is a post-secondary assessment given by JSES to help colleges assess student readiness for introductory credit-bearing courses and make reliable placement decisions for students.
- **Career and Technical Education** (CTE) courses prepare students for in-demand, high-skilled, and high-waged jobs. CTE courses provide the opportunity for students to earn industry-recognized certificates, earn credits toward graduation, and gain work experience.
- **Detention** is a school located in a secure juvenile detention facility. Students may be detained as he/she awaits their adjudicatory hearing. A student may also be detained after the adjudicatory hearing while he/she awaits placement in a court-ordered treatment program.
- **DJS** is the Department of Juvenile Services. MSDE/JSES provides educational services to youths detained and committed by DJS. JSES administers education services in twelve DJS facilities statewide.
- **GED** is a four-subject high school equivalency test that measures skills required by high schools. The four subjects are science, social studies, math, and reasoning through language arts. A Maryland High School Diploma is awarded to those passing all four modules of the GED tests. The JSES affords all students the ability, when appropriate, the opportunity to obtain a diploma by exam. JSES has Pearson Virtual University Enterprises (VUE) GED labs at the Charles H. Hickey School and Green Ridge Youth Center. Testers are limited to a total of three tests per module per calendar year. If additional retests are needed, the tester must wait until January 1 of the next year to schedule retest(s).
- **Measures of Academic Progress (MAP)** is a computer adaptive test created by Northwest Evaluation Association (NWEA) that JSES students take once per quarter. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time.
- **Maryland College and Career Ready Standards (MDCCRS)** cover English language arts, mathematics, literacy in history/social studies, science, and technical subjects. These standards define what students should know and be able to do at each grade level and align state standards and state assessments. Standards documents are formatted so that each begins with content standards or broad, measurable statements about what students should know and be able to do. Indicator statements provide the next level of specificity and begin to narrow the focus for teachers. Finally, objectives provide teachers with very clear information about what specific learning should occur.
- **Placement** is a school located in a secure or non-secure juvenile placement/treatment facility. Students enrolled in placement schools receive long-term treatment programs and educational opportunities mandated by the court.

- **Post-Secondary Education Enrollment:** Students enrolled at JSES schools have the opportunity to enroll in college-level courses online through Frederick Community College, Anne Arundel Community College, and Baltimore City Community College.
- **PowerSchool** is the JSES student information system (SIS). PowerSchool provides real-time analytics based on student performance; creates report cards, transcripts, progress reports, and performs progress monitoring for gradebook, attendance, reports, and state standardized exams.
- **TL hours** are the total number of instructional hours in school that were not covered by the teacher or substitute.

School Abbreviations

- **Backbone:** Backbone Mountain Youth Center is an all-male placement school in Garrett County.
- **BCJJC:** Baltimore City Juvenile Justice Center is an all-male detention school in Baltimore City.
- **Cheltenham:** Cheltenham Youth Detention Center is an all-male detention school in Prince George's County.
- **Cullen:** Victor Cullen Center is an all-male placement school in Frederick County.
- **Garrett:** Garrett Children's Center is an all-male placement school in Garrett County.
- **Green Ridge:** Green Ridge Youth Center is an all-male placement school in Allegany County.
- **Hickey:** Charles H. Hickey Jr. School is an all-male detention school in Baltimore County.
- **LESCC:** Lower Eastern Shore Children's Center is a mixed-gender detention school in Wicomico County.
- **MV:** Mountain View is an all-female placement school in Garrett County.
- **Noyes:** Alfred D. Noyes Children's Center is a mixed-gender detention school in Montgomery County.
- **Waxter:** Thomas J.S. Waxter Children's Center is an all-female detention school in Anne Arundel County.
- **WMCC:** Western Maryland Children's Center is an all-male detention school in Washington County.

Headquarters

Organization

The JSES is a division of the Office of School Effectiveness at the Maryland State Department of Education (MSDE). The primary focus is to provide exceptional educational opportunities to students and assist them to accrue credits toward graduation or to receive a diploma by examination (GED).

Schools by Regions
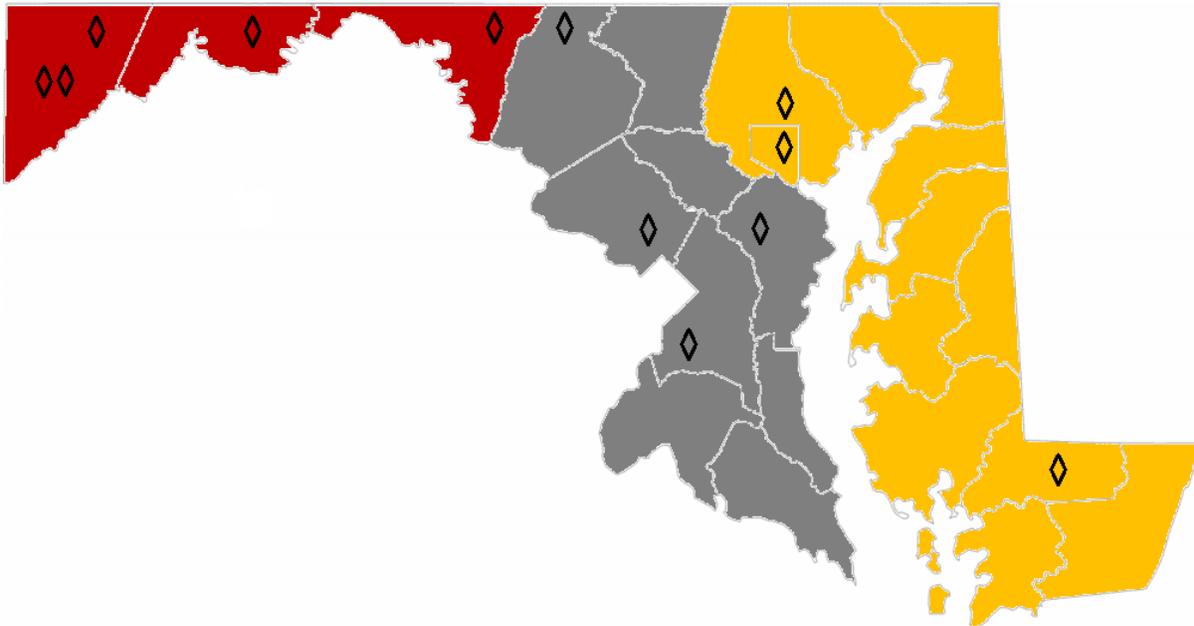
Region	Schools
Western	Backbone Mountain Youth Center, Garrett Children's Center, Green Ridge Youth Center, Mountain View, and Western Maryland Children's Center
Central	Victor Cullen Center, Alfred D. Noyes Children's Center, Thomas J.S. Waxter Children's Center, and Cheltenham Youth Detention Center
Eastern	Baltimore City Juvenile Justice Center, Charles H. Hickey Jr. School, and Lower Eastern Shore Children's Center

Organization Chart

Office of the Deputy Superintendent for School Effectiveness

Deborah Grinnage-Pulley
Executive Director
Juvenile Services Education

Beverly Mable
Management Associate

SCHOOL PRINCIPALS	
BMYC	Joni Snyder
BCJJC	Jeffrey Robinson
CYDC	Shakera Adkins
GCC	Joni Snyder
GRYC	Jeremy Graham
Hickey	Tony Edwards
LESCC	Michael Grossman
MV	Joni Snyder
NOYES	Kimberly Pogue
VCC	Lisa Nelson
WAXTER	Prakash Anthony
WMCC	Lisa Nelson

Crystal Fleming-Brice
Field Director
Instruction & Student Support

Marilyn Myers
Field Director
Data Analysis & Accountability

Wanda Walker
Administrative Aide

Lindsey Goodrich
Special Education Coordinator

Deborah Moore
Guidance & Records Management Coordinator

William Artis
CTE Coordinator

Kimberly Cowles
Library Services Coordinator

Dawn Hubbard
Compliance Coordinator

Casey Kirk
Academic Coordinator

Shawn Fritz-Rushing
School Performance Manager

Andria Keller
IT Functional Analyst

Dylan Winslow
Computer Information Services Specialist

David Mayes
Computer Network Specialist II

Instructional Programs

Credits toward High School Graduation

The majority of students enrolled in the JSES schools are over-aged and under-credited based on educational placement. By offering courses aligned to the MDCCRS, 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 9	Algebra I	Modern World History	Biology I
English 10	Algebra II	U.S. History	Conceptual Chemistry
English 11	Geometry	American Government	Conceptual Physics
English 12	College Prep Mathematics		Environmental Literacy

Blended Learning and Online Instruction

JSES utilizes a combination of online course providers and blended learning courses facilitated by JSES teachers in order to provide credit recovery and original credit opportunities for students. Online course providers afford students the opportunity to retake courses in order to obtain the mastery needed for credit to use towards graduation requirements. The online credit recovery options pre-assess students on current knowledge and modify content in order to meet the needs of each student. Students are also able to complete original credit coursework through online course providers that may not be offered face-to-face in JSES schools, such as Spanish and health. If a student has successfully attained their high school diploma or GED, higher education courses are available through three community college partnerships.

JSES teachers use blended learning models in order to meet the unique learning needs of individual students. Applications, software, and programs such as Kami, Kahoot, Nearpod, and Padlet allow teachers to differentiate instruction for students at varying levels of instruction.

Distance Learning

Students are offered an array of courses to meet their educational goals. During the 2020-2021 school year, courses were conducted virtually with a JSES teacher or through an online learning platform depending on each students' needs and course availability. Courses can be taken for original credit or credit recovery in order to make up for lost credits.

A contract with Apex Virtual Learning for online learning needs provided students an opportunity to engage in online courses. Students can be assigned a school-based, classroom teacher to assist with the blended learning portion of the courses. Students can also be assigned a virtual teacher to complete online distance learning. All activities, quizzes, and tests are given online to facilitate grading and credit completion.

This school year, the middle school students received instruction through a blended learning model. Each course has a JSES teacher who teaches the content to students either face to face, or virtually. Students then use the Apex Learning Virtual School (ALVS) to access practice activities, quizzes, and tests.

In addition to these core classes, Apex Virtual Learning also offered 13 advanced placement courses and a tutorial platform for intervention and remediation.

Students taking online courses received school-based support through their school counselors, principals, and media specialists.

The Apex Virtual Learning platform has been critical in meeting the needs of the students during mandated distance learning. It also offers students numerous options, flexibility, and support as students worked toward their educational goals.

Instructional Programs

Career and Technical Education (CTE)

The JSES aligned all CTE classes to those offered within local school systems across the state. This alignment allowed JSES students the ability to earn transferable course credits recognized by other school systems. Completion of some JSES CTE courses also allowed students to earn national certifications in multiple CTE pathways.

Students enrolled in CTE courses explored potential career areas through the process of self-awareness, career awareness, career exploration, and setting academic and career-related goals. Course content integrate the development of competency in business writing, as well as, the Skills for Success (communication, learning, interpersonal, technology, and critical thinking).

Students were introduced to basic concepts of financial literacy to help them manage their personal finances.

The JSES introduced a system that gave the opportunity for all students to gain, at a minimum, one industry-recognized credential in the *Workplace Readiness* series. This credential helped prepare students to bridge the gap between hard and soft skills by cultivating relevant and integral skills such as planning, attitude, and social skills. Additionally, JSES developed a systemic process that allowed middle school students to explore careers each year of middle school with the hopes of gaining instrumental skills, knowledge, and interests for courses when they enroll in high school.

The JSES collaborated with code.org and the Maryland Center for Computing Education (MCCE) to train teachers in *Discoveries of Computer Science*, which will offer students the opportunity to earn a required graduation credit for Foundations of Computer Science.

Special Education

The JSES provided a free and appropriate public education (FAPE) to students with disabilities in accordance with the Code of Maryland Annotated Regulations (COMAR) and the Individuals with Disabilities Education Act (IDEA). Students with disabilities received specially designed instruction geared towards closing existing achievement gaps between students with disabilities and their non-disabled peers in the least restrictive environments (LRE).

The commitment to educating students with disabilities within the DJS setting included providing instruction to students in the LRE with the services and supports needed to facilitate access to the general education curriculum, access to rigor, and access to skill attainment to promote positive post-secondary outcomes. Students enrolled in the JSES schools are provided instruction in core content areas, as well as, access to designated career technology education courses in alignment with the MDCCRS. All coursework is comparable to coursework offered within the 24 local school systems in Maryland.

Professional Development

Due to the constraints of the COVID-19 pandemic, all JSES professional learning was offered virtually during the 2020-2021 school year. At the beginning of the school year, online sessions were offered weekly to meet the demands of the changing educational environment to include training on technology, helpful online programs, Google Classroom, and WebEx. Instructional coaches worked with teaching teams to support lesson planning, goal setting, and job-embedded professional learning. Coordinators offered office hours to provide additional support to teachers.

In spring 2021, JSES teachers attended virtual Culturally Responsive Teaching workshops led by EdAlly Consulting. Culturally Responsive Teaching has become a focus area for bi-weekly professional learning sessions and book studies facilitated throughout the summer.

The JSES Professional Development Program has offered teachers the opportunity to earn Continuing Professional Development credits (CPDs) toward renewing their teaching certification. Credits were offered through a summer book study and a series of online workshops.

School Guidance and Counseling

Professional school counselors provided a needs-based, comprehensive, planned school counseling program. Counseling services facilitated the development of student skills to support personal and academic achievement through the incorporation of educational/career decision-making and interpersonal skills.

The counseling program follows the American School Counseling Association (ASCA) standards. Counselors offered a wide range of services to assist students, parents, and staff in making decisions regarding educational planning, career planning, and social/emotional issues. Counselors provided individual and small group counseling as needed.

Library Media

The library media program is committed to quality library programming and personalized learning opportunities. Media specialists have taught courses in digital citizenship, media literacy, and multimedia design.

Media specialists were instrumental to student achievement during the 2020-2021 COVID-19 pandemic by collaborating with teachers during planning, co-teaching, professional development, and sharing a wealth of digital resources with students and teachers. The media specialists also supported students who were learning online with tutoring, resources, and technical help.

JSES implemented a library management system in all of the facilities in order to create an online catalog of books and resources. In addition, students can access research databases to assist them with assignments and research.

Finally, all book collections have been updated with new books, audiobooks, and large print books in order to meet the needs of all students. All students received a Nook e-Reader in order to expand their access to books and encourage personal reading. JSES has also developed a virtual library with ebooks, databases, and websites to engage students in extended learning opportunities. Media specialists ensured that materials allowed students to see themselves

represented in library collections, and also allowed them to encounter new perspectives and opportunities outside of their personal experiences. Equity, inclusion, and diversity are core values within JSES libraries.

The GED

For some students, the best path to a high school diploma is through the GED process. All JSES Pearson VUE testing sites are managed by certified testing administrators and are operated in compliance with GED Testing Services, Pearson VUE, and the Maryland Department of Labor. This process is an alternative path for age-appropriate students to earn a high school diploma. During FY 2021, 26 JSES students successfully obtained their high school diplomas through examination. The JSES curriculum, which aligns with the Maryland state standards, helps students prepare for core content areas (math, science, reasoning through language arts, and social studies). In addition, students have access to supplemental instructional material, as well as, online pre-GED examinations that assist in addressing skill gaps and test readiness. Once all testing qualifications are met, students are registered at no cost to the student. In collaboration with DJS, students are transported to one of the two Pearson VUE testing labs and tested over a two-day period. Students must pass all 4 modules of the GED to obtain their diploma.

New Innovations for Student and Staff Support

The GED Mobile Labs

This year the JSES launched two Pearson VUE mobile labs, allowing the JSES to administer GED exams at any school location. The GED mobile lab has the capability to administer all four sections of the GED exam. The GED mobile labs will serve as an alternative testing site if either traditional testing site is being updated, experiencing technical issues, or when schools are under quarantine.

Aztec Software

Aztec GED software utilizes ongoing test data to generate and adapt to individual student instructional needs to create specialized individual learning plans. Students receive lessons based on practice test results. These lessons are problem-centered and include question sets that elicit higher-order thinking, allowing students to absorb, rather than memorize content.   Additionally, teachers can utilize these student learning plans and individualized lessons and activities to amplify instruction and bridge individual skill gaps in each content area.

Instructional Technology

Student Information System

The JSES is in its fourth year utilizing PowerSchool as the student information system (SIS). In the 2019-2020 school year, JSES upgraded the SIS to include Performance Matters and the expansion of Unified Classroom. The SIS provided real-time analytics based on student performance; creates report cards, transcripts, progress reports, and performs progress monitoring for gradebook, attendance, reports, and state standardized exams. The SIS notified teachers of new Individualized Education Plans (IEP), English Learners (EL), and 504 students, enabling JSES to identify trends in student population and demographics to report to federal and state agencies. The SIS provides quick, efficient reporting data that helps teachers to meet the needs of students as soon as possible.

1:1 Chromebook Initiative

Starting with the 2020-2021 school year, the JSES continued its state-wide 1:1 student Chromebook initiative. Due to the COVID-19 pandemic, Chromebook distribution was accelerated to accommodate the needs of students and ultimately ensure equal access to synchronous and asynchronous instruction at all schools.

Student G-Suite Account Management: Managed Sync for G-Suite

Since September of 2020, the JSES has used Managed Sync for G-Suite as a student account automated management system. Managed Sync for G-Suite is a 3rd party platform that generates student Google accounts based on student enrollment in PowerSchool. Within 24 hours of a student being entered into PowerSchool, a G-Suite account is created. Additionally, if a student is released or moves to another JSES school, the platform makes the necessary changes to ensure a seamless transition within a day. This tool provides the JSES with a higher level of automated management when accounting for the frequency of student enrollment/release throughout the state.

Learning Management System: Google Classroom

In September 2020, the JSES began using Google classroom as its primary student learning management system. Google Classroom is a digital learning system that enables teachers to share resources, announcements, assignments, and feedback to students within an online classroom portal. Students can access, complete, turn in, and review assignments all within the same portal using their managed G-Suite account.

Chromebook Classroom Management: GoGuardian Teacher

In September 2020, the JSES began using GoGuardian Teacher as its official Chromebook class management platform. GoGuardian Teacher is a tool that gives teaching staff the ability to monitor real-time student Chromebook activity and prohibits students from accessing unrelated or distracting online content. If there is a need to provide support or feedback to a student during a virtual lesson, teachers can use a built-in messaging application to communicate remotely.

Network Security and Infrastructure Upgrades

In collaboration with the Department of Information Technology (DoIT) and the Department of Juvenile Services (DJS), the JSES Technology team established a secure, standardized, and predictable network environment for teachers and students.

The JSES Technology team completed onsite evaluations which enabled them to determine site-specific resolutions. These resolutions included the replacement of all obsolete equipment, repair of all malfunctioning components, and the addition of an entirely new wireless infrastructure that adheres to industry standards. Additionally, bandwidth was increased across all JSES schools which led to a more seamless connection for the delivery of synchronous and asynchronous instruction regardless of the number of students accessing the network. Network traffic was monitored and supported by both the JSES Technology team and DoIT. As a result of this effort, students and teachers are now able to utilize a network that is secure, consistent, fast, and reliable.

Outcomes and School Accountability

School Accountability

Data critical to the JSES was collected throughout the fiscal year to provide the information needed to make effective policies and educational 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 was 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 reflected the JSES's goal to accelerate student achievement in preparation for a successful return to the community. During the 2020-2021 school year, the number of academic credits and CTE certificates students obtained while in JSES, as well as, the passing rate for GED subtests, continued to be collected. The standards noted in the table below were approved by the Council in FY 2010 and remained in effect for FY 2021.

| Key Performance Area	Description	Satisfactory	Excellent
Attendance	The percent of enrolled students in school during each class period of the day	94%	96%
GED Pass Rate	The percent of students that completed the GED exam and earned a passing score on all four sections	60%	70%
Reading Gains and Math Gains	JSES is not providing academic gain results for school year 2019-2020 because we are currently administrating new assessments and determining baseline data.	Benchmark Setting	Benchmark Setting

Data Quality

JSES data is collected and reported in multiple systems. PowerSchool is used to track student data outcomes such as attendance, grades, and credits. Schools also submit a monthly report that provides additional information not captured in the PowerSchool, such as post-secondary information and teacher leave. All data is reviewed and analyzed with program leads to drive instruction, monitor student achievement, and evaluate school performance.

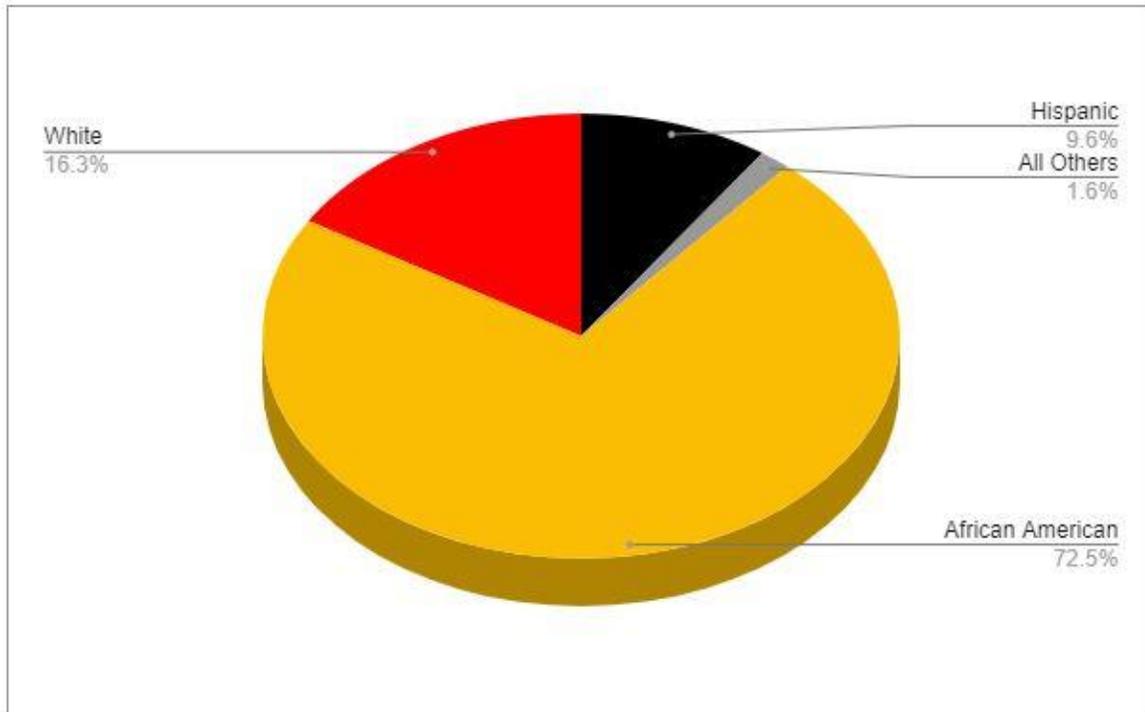# The Juvenile Services Education System Data Analysis
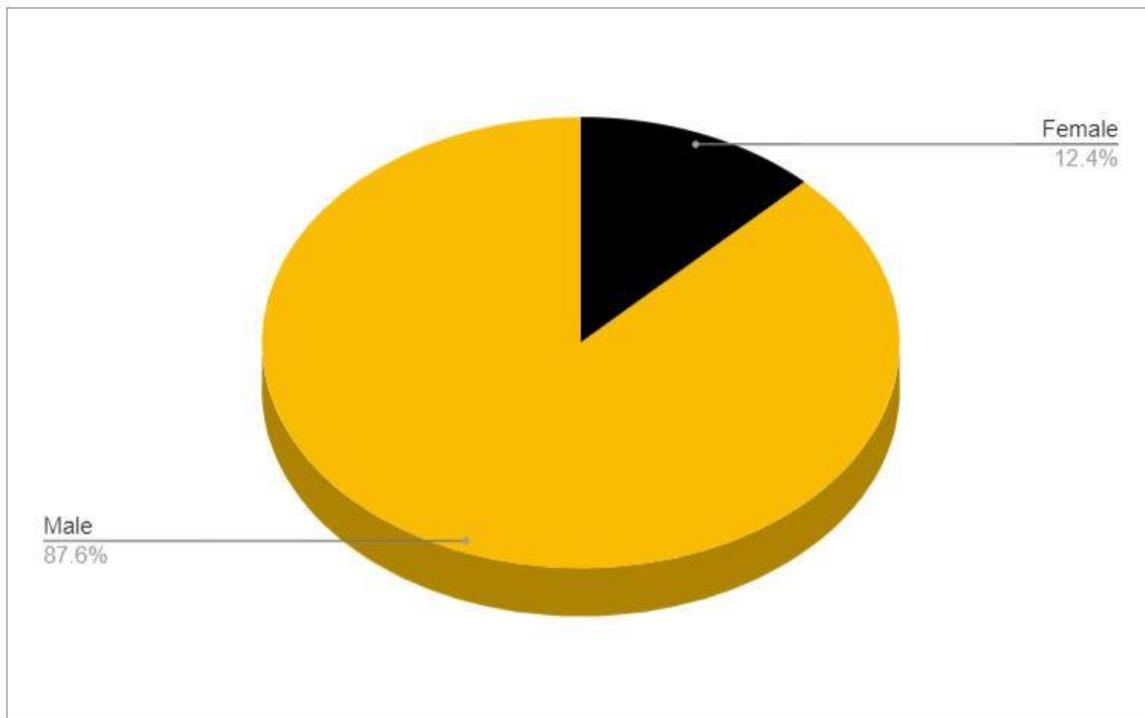
Student Demographics

Student Enrollment Trends
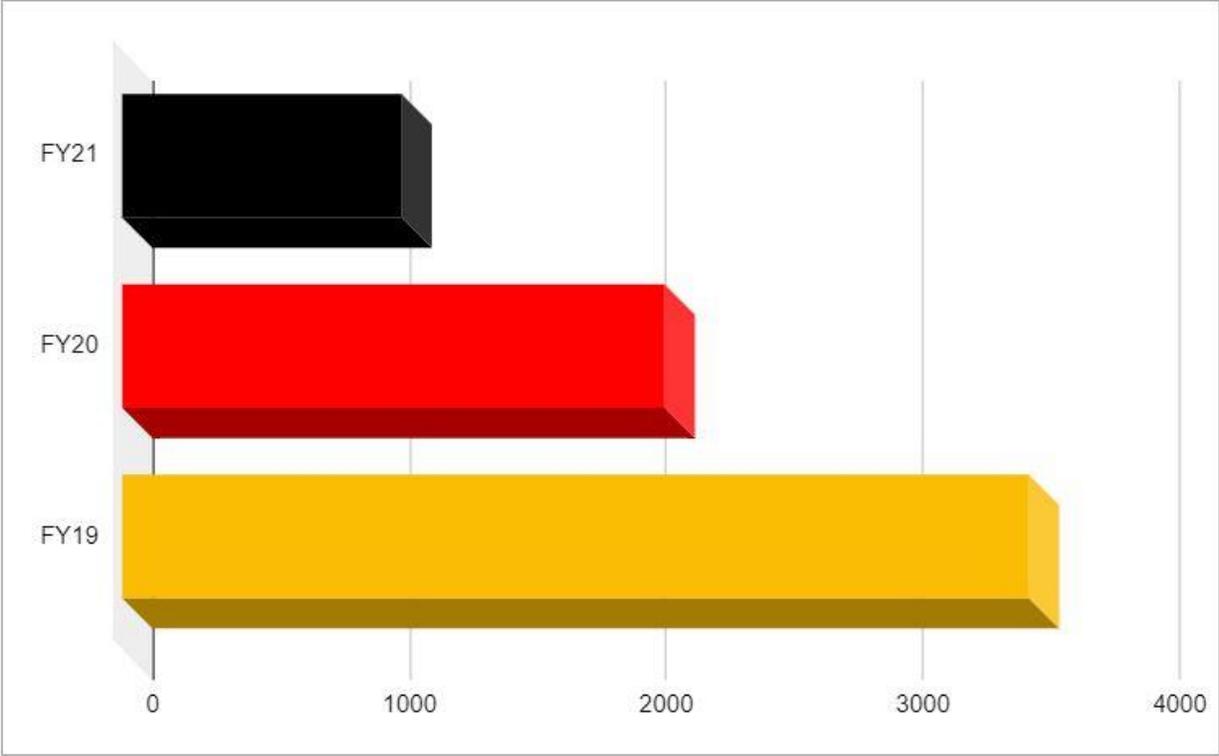
The JSES student enrollment has decreased by 69% since FY19. A majority of the decrease is due to the COVID-19 pandemic.
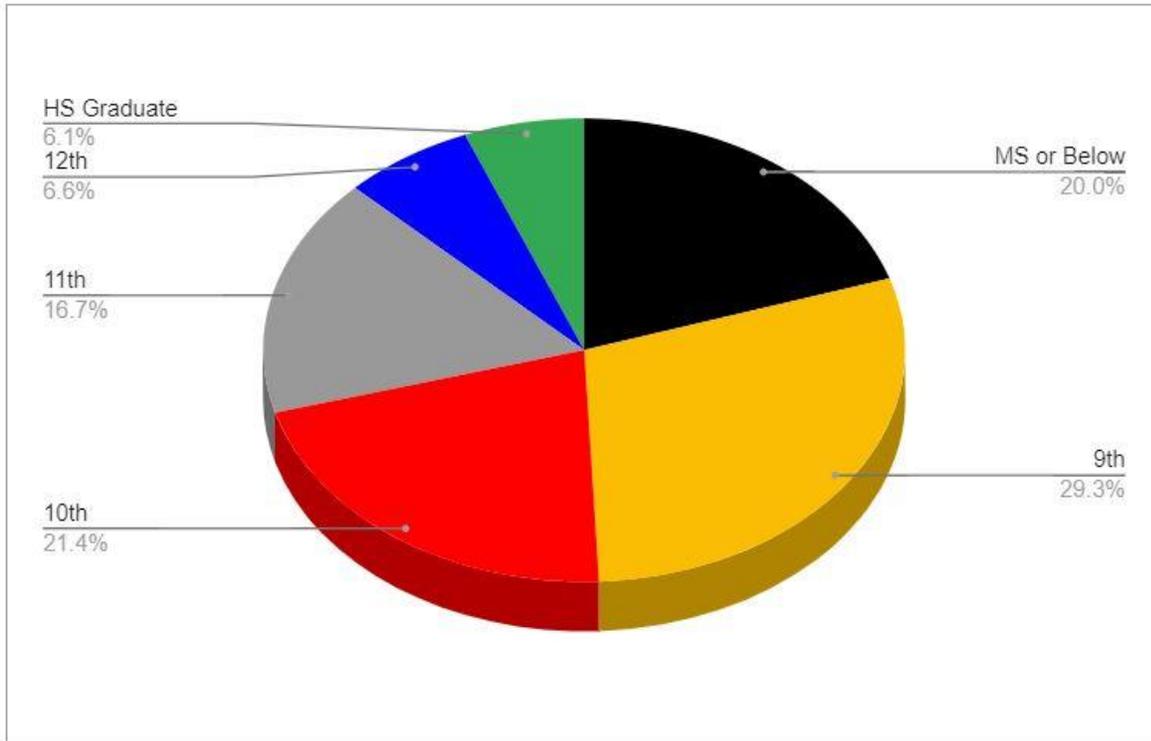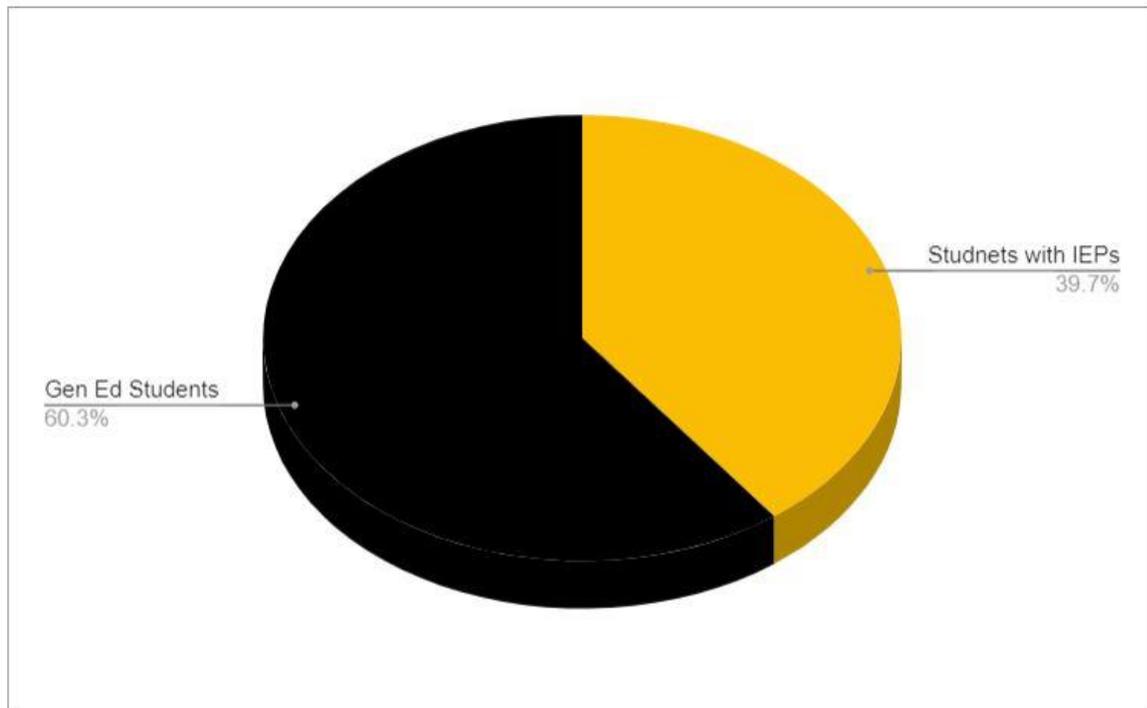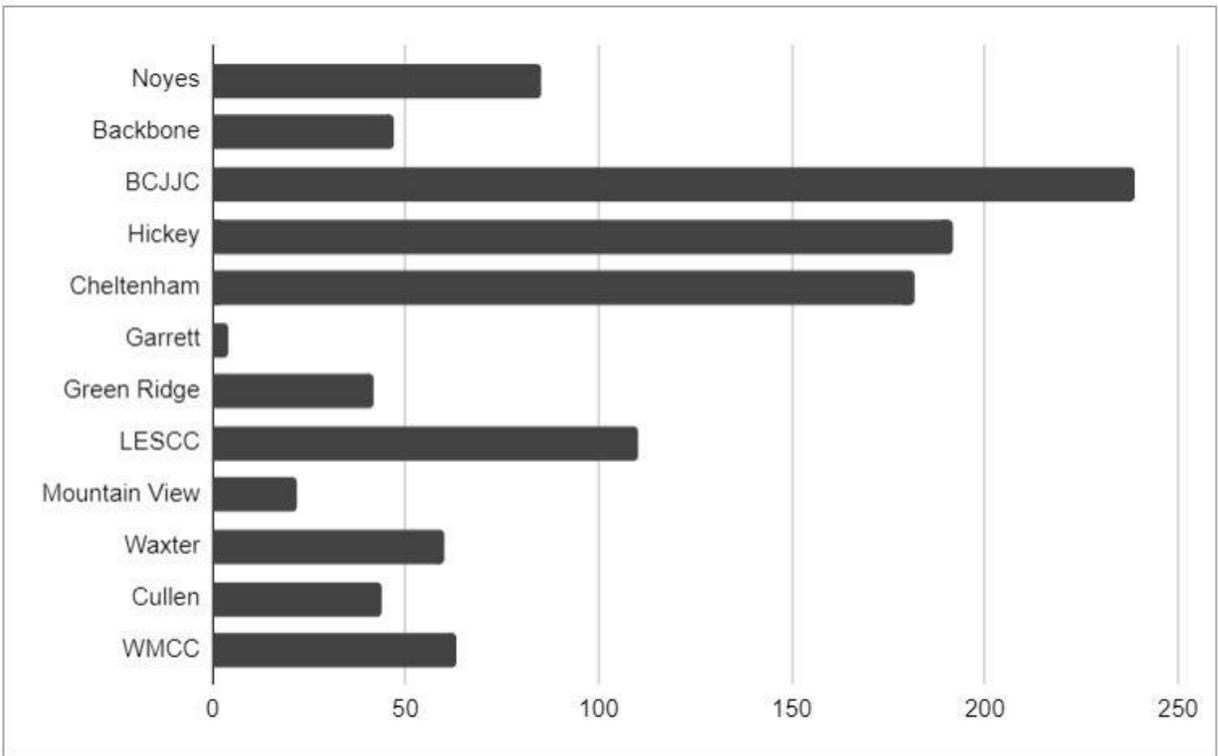
Race/Ethnicity

Gender

Grade Level

Students with IEPs

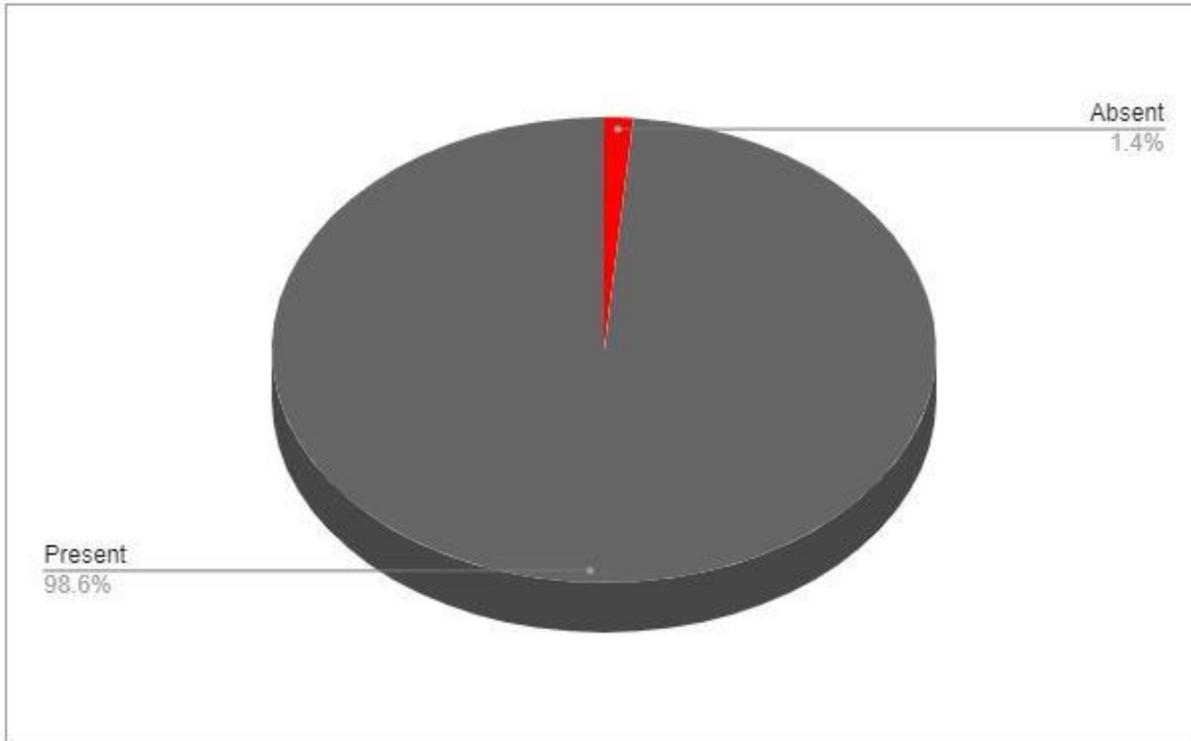## *Student Enrollment and Attendance*

Total Annual Student Enrollment by School

Student Attendance by District

Absent
1.4%

Present
98.6%

Other Student Data

Total Number of Student High School Diplomas Earned

FY21

FY20

FY19

0   25   50   75   100
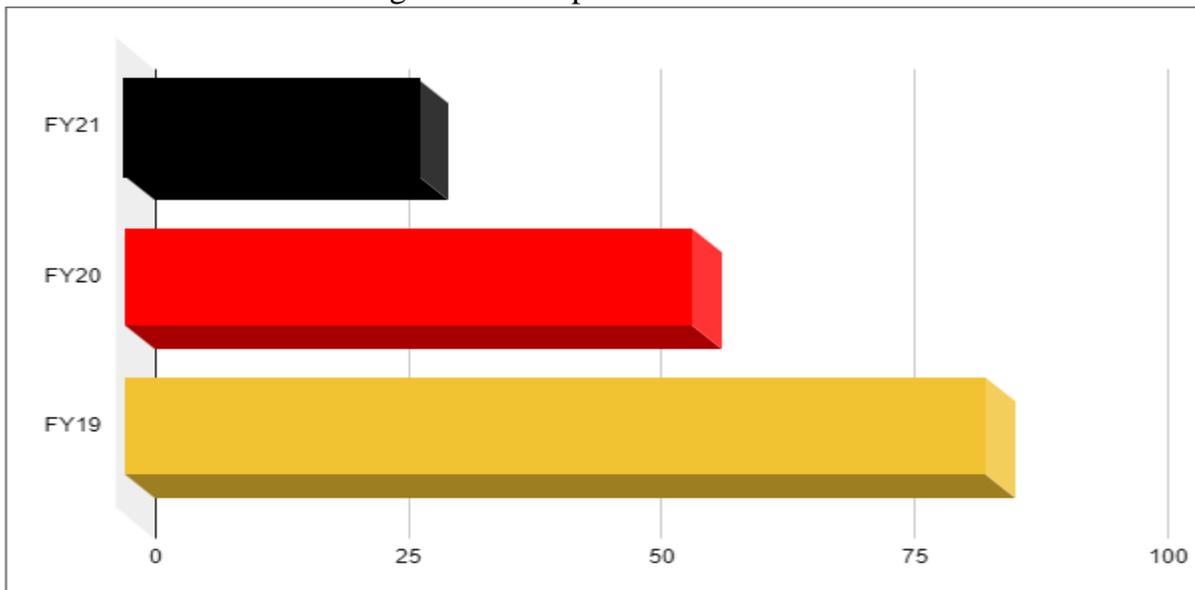
The 69% decrease of student enrollment has contributed to the 66% decrease of students earning Maryland High School Diplomas since FY19.

The District GED Pass Rate
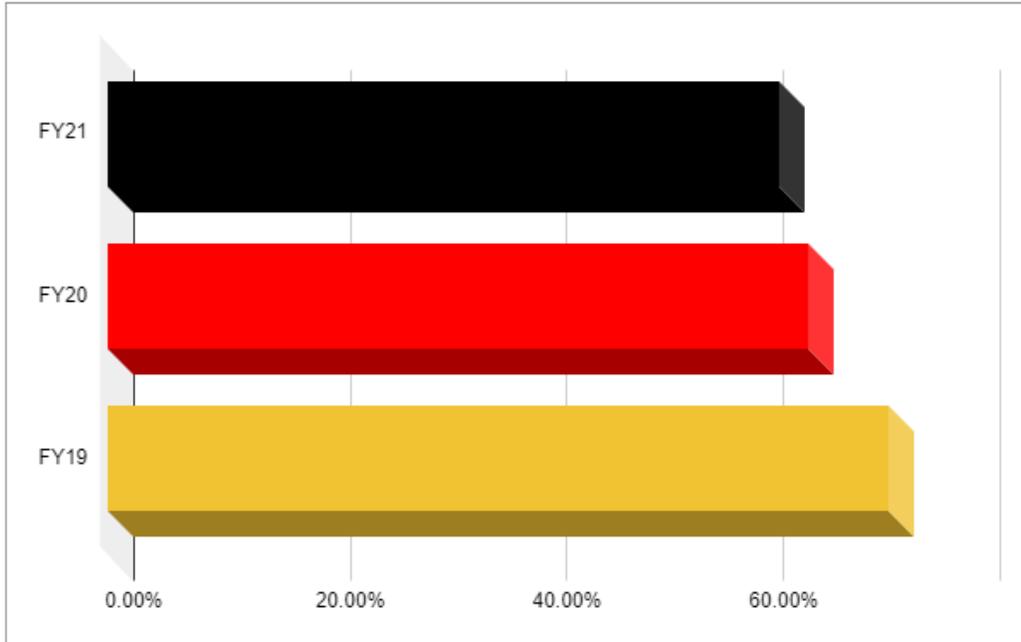
Total Number of Student Credits Earned

During FY21, students maintained earning over 1,200 credits despite student enrollment dropping by 69% since FY19.

Total Number of Students Enrolled in Post-Secondary Education
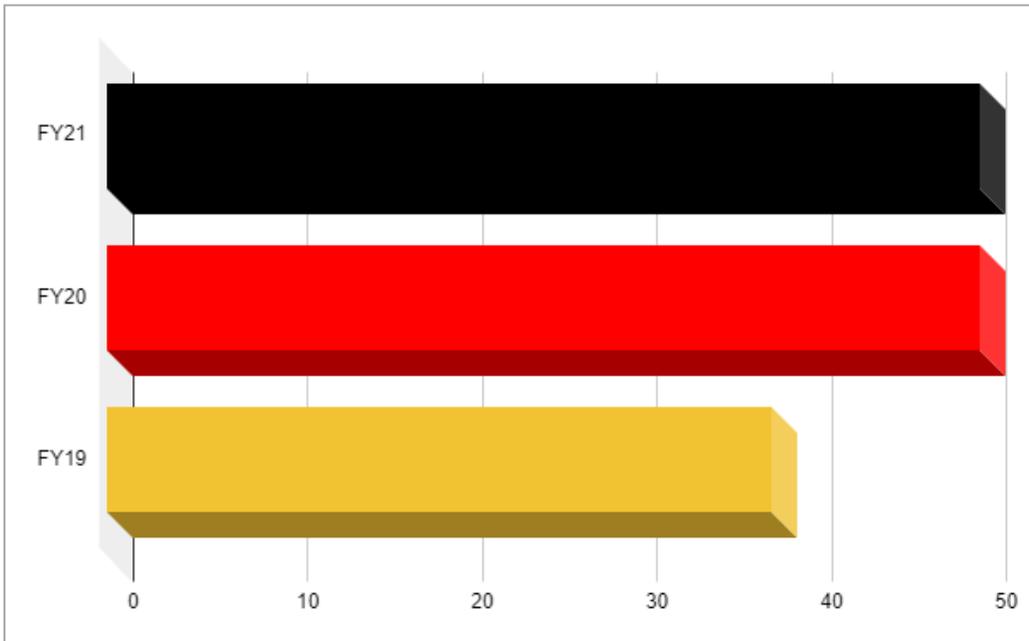
Despite a 69% decrease in enrollment since FY19, JSES students were still able to surpass Post-Secondary enrollment.

Total Number of Student ACCUPLACER Exams Completed
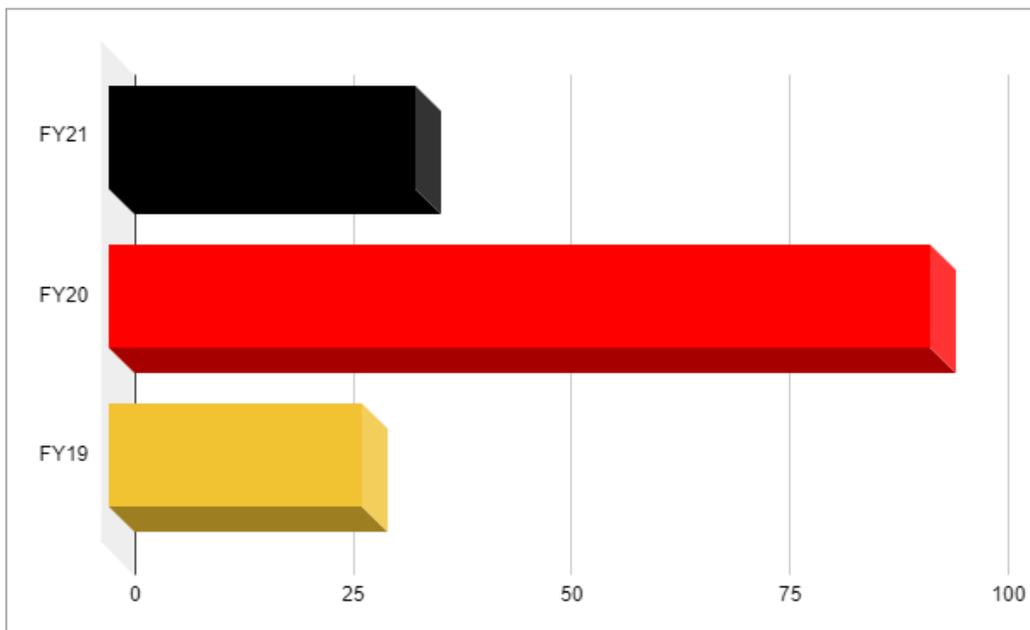
Trends for FY20 were increasing over FY19 due to an emphasis on Post-Secondary opportunities. Most of the FY20 gains were established prior to the COVID-19 pandemic. Post-Secondary opportunities continue to be a focus despite barriers caused by the COVID-19 pandemic.
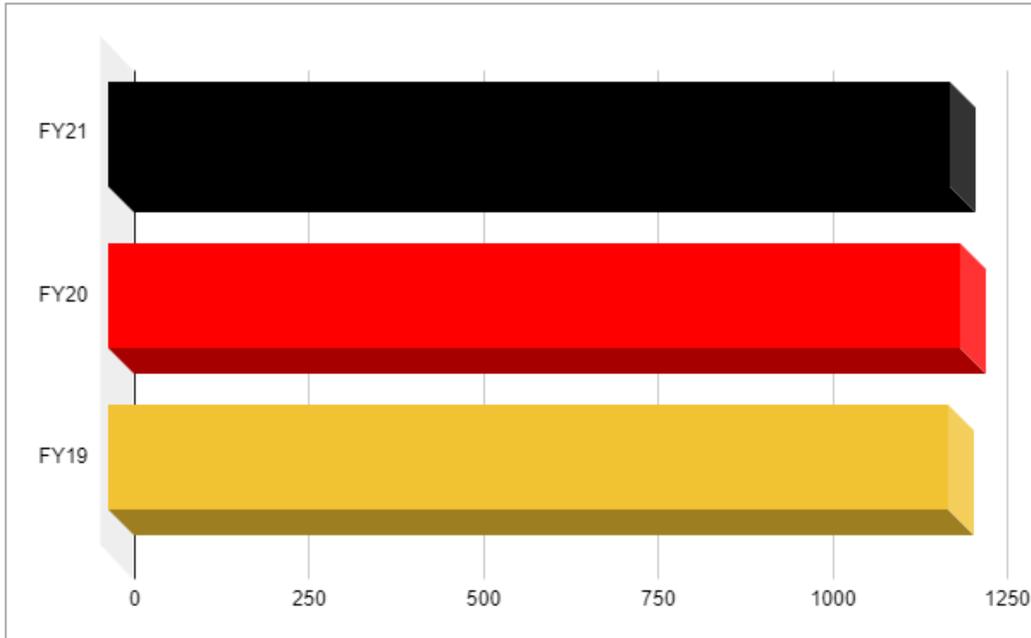
Total Number of Students with IEPs Enrolled
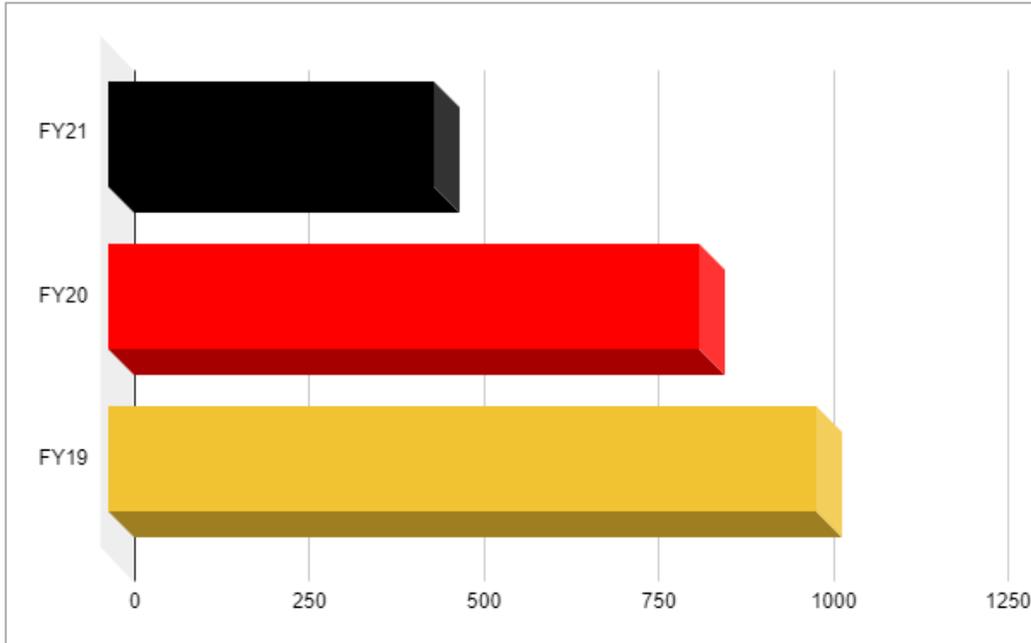
The 69% decrease in student enrollment is reflected by the 54% decrease in students with IEPs since FY19.

JSES Staff Data

Total Number of Hours of Teacher Leave (TL)
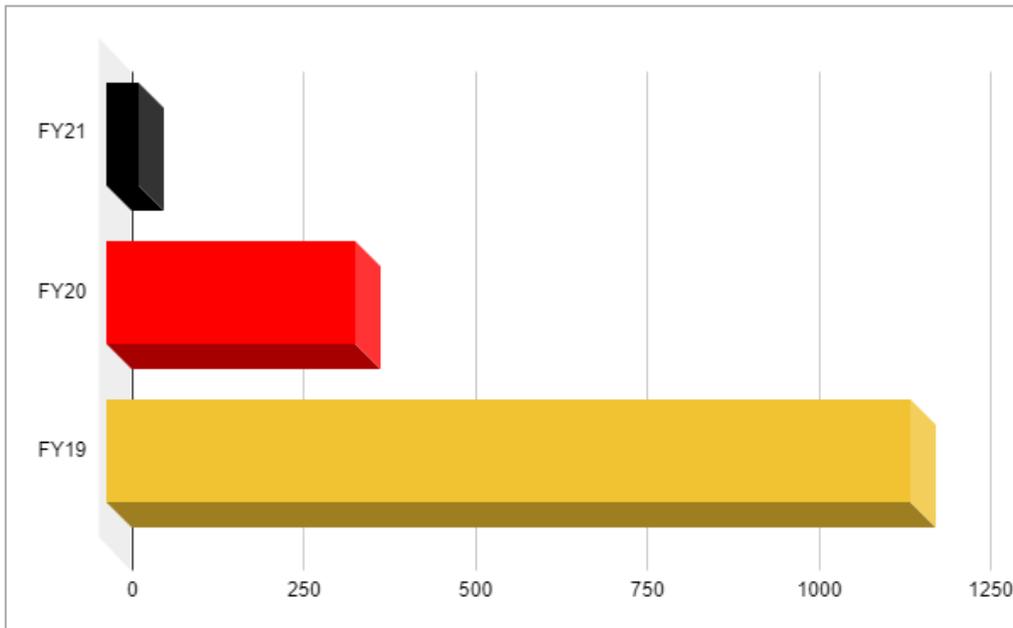
Annual Teacher Turnover Rate

Average Length of Teacher Tenure in Years

COVID-19 Response

During the COVID-19 pandemic and the 2020-2021 school year, JSES offered a variety of instructional opportunities. Teachers provided in-class instruction, as well as, a hybrid model. In response to health-related safety concerns for students and staff, MSDE and DJS collaboratively determined that teachers needed to reduce time in the buildings and classrooms to two consecutive days a week. Beginning May 24, 2021, teachers increased this time to three days a week and beginning June 28, 2021, teachers returned to the buildings 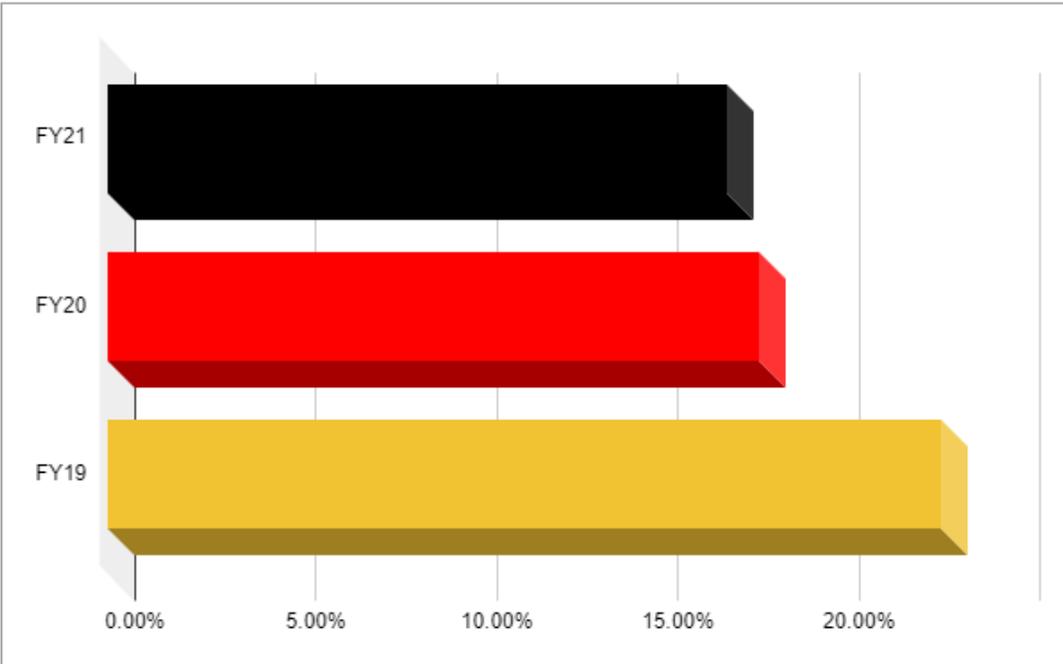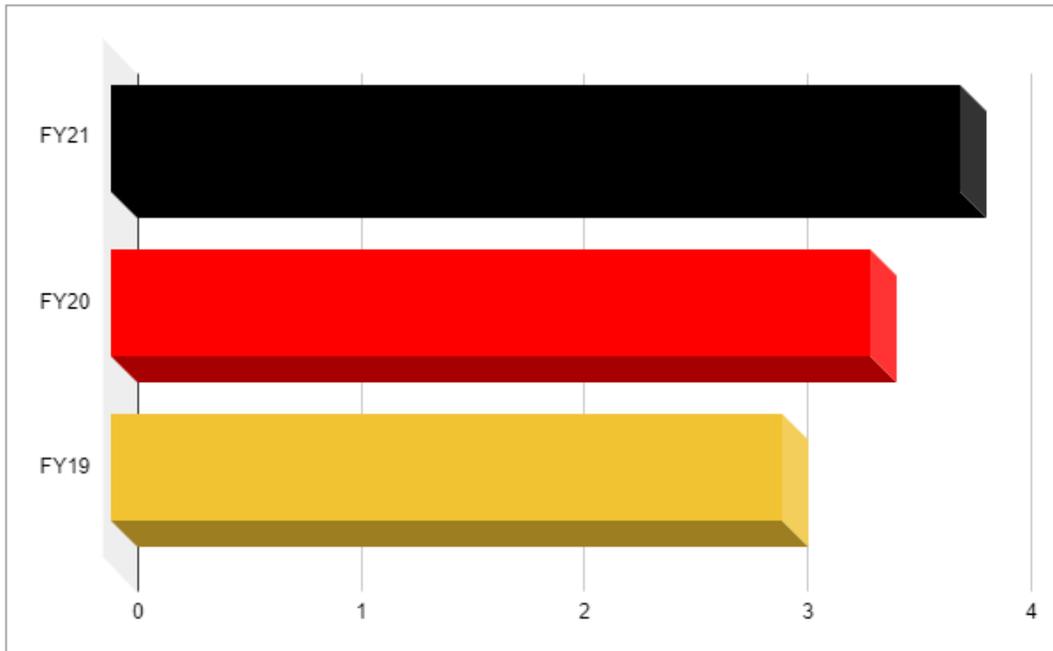five days a week. During this time, the building principal or their designee continued to report to buildings five days a week to ensure that the 1:1 Chromebooks provided by the Juvenile Services Education System (JSES) and any materials needed for instruction were provided to students. Students were provided synchronous instruction through Chromebooks provided by JSES. The purpose of providing instruction in a virtual setting with teacher support in the classrooms on certain days was designed to:

- limit cross-contamination of the coronavirus by reducing the movement of teachers and students between classrooms,
- provide students online access to a certified teacher in each content area due to absences caused by emergencies and sporadic teacher-required quarantines, student required quarantines, and other COVID-19 related absences, and
- limit instructional disruptions due to COVID-19 related issues such as long-term absences, student quarantine on units, and mandatory school closings.

 Teachers were placed into instructional teams, which included two content-certified teachers and at least one special education teacher. This instructional model has proven to be highly beneficial for overall instructional programming. If a teacher was absent, students continued to have access to certified teachers. Teachers provided direct, synchronous instruction aligned to all Maryland state standards. Courses in English, mathematics, science, social studies, and Career and Technical Education (CTE) were held for at least 70 minutes each day. Students participated in synchronous virtual learning through direct instruction and had time allotted to complete work independently. During synchronous online instruction, teachers engaged students in learning using Google applications and other instructional technology tools. Synchronous learning, using Cisco WebEx and/or Google Meets, provided students with an opportunity to ask questions, receive feedback, and receive needed support in a timely manner. Teachers who streamed used GoGuardian in order to monitor student use and engagement during virtual learning. GoGuardian allows teachers to observe student online activities in real-time with the capability to shut down inappropriate browsing, utilize selected sites for instruction, chat directly with students to provide individualized support, diversify activities, and increase student participation through encouragement.

When school-based teachers were not streaming, they provided the following assistance to students either physically in the classroom or via WebEx and/or Google Meets in order to:

- encourage students to complete assignments,
- tutor struggling students and provide support as needed,
- manage classroom behaviors to keep students on task,
- mentor students during instruction, and
- provide small-group direct instruction and assistance.

Since the beginning of the 2021 summer term, teachers have returned to face-to-face instruction and incorporated the use of blended learning instructional models with the integration of technology. High school students were provided with an opportunity to obtain credits toward Maryland high school graduation requirements through credit recovery, Apex Learning Virtual School online courses, and/or JSES elective courses. JSES will continue to adhere to DJS medical team protocols for staff and students and monitor CDC guidance as it relates to COVID-19.

School Profiles

Alfred D. Noyes Children's Center (Noyes)

Students at Noyes had a 97.4 % attendance rate and six students earned Maryland High School Diplomas through GED examination. Nine students took the Accuplacer exam, five of which had passing scores on the reading and math tests. One high school graduate successfully completed a statistics class with an "A" at Frederick Community College. Students earned certificates in ServSafe (5), OSHA (3), and Workplace Readiness (20).

Noyes continued work with Montgomery County Public Schools (MCPS) Office of Teaching Learning and Schools through a grant based on House Bill 1607 Pilot Project. This grant was extended for one year through June of 2021, and then an additional six months with an expected end date of January 2022. Furthermore, the grant-funded an educational annex that JSES has been utilized to provide support services.

Monthly newsletters were established and family phone contact was increased to ensure family engagement. Five poems were submitted by students into Words Unlocked, a nationwide contest and month-long poetry initiative. Students also participated in the Unbound month-long reading initiative sponsored by Scholastic logging over 1,014 minutes of reading in four weeks. In addition, students engaged in activities involving gardening, such as examining which plants are compatible, what seasons to plant different varieties of plants, plant needs, and constructing

wooden planter's boxes. Students also studied the effects of food deserts in their community, and most importantly, the positive impact they can have in their community.

Backbone Mountain Youth Center (Backbone)

Students at Backbone Mountain Youth Center had a 99.9% attendance rate and seven students earned a Maryland High School Diploma. Backbone provides a full day of academic classes for students to earn credits toward their high school diploma and if eligible, work on obtaining their GED through examination. JSES had to be innovative in order to continue to provide students high quality, rigorous instruction while addressing the health and safety concerns of the COVID-19 Pandemic. Throughout the course of the year, students transitioned between in-person, fully virtual, and blended learning environments in order to meet the changing climate caused by COVID-19.

Through DJS, Backbone Mountain Youth Center has a partnership with Garrett College in order to provide opportunities for graduates to take classes for college credits. This year Backbone expanded this program in order to offer all students the opportunity to learn about vocational and employment skills. Backbone students were also able to enroll in virtual courses through Anne Arundel Community College through a partnership with MSDE, providing more flexibility with course schedules. Students were recognized for their academic achievement through a *Student of the Month* program, as well as recognizing honor roll students and graduates. Teachers and students participated in some field day activities including tie-dying t-shirts and ziplining. Students had the opportunity to earn certifications in ServSafe Food Handler and various *Workplace Readiness* modules through the Conover Company.

Baltimore City Juvenile Justice Center (BCJJC)

Students at BCJJC had a 99.4% attendance rate and enrolled two students in post-secondary options during the 2020-2021 school year. There were a total of 208 credits earned by students toward graduation requirements. Additionally, school counselors provided students lessons on career pathways identifying student opportunities for gainful employment or pathways for career development.

BCJJC continued to collaborate with mental health workers with Hope Health Systems' to provide group sessions in the classroom that assist in improving student behavior through evidence-based practices. In addition, BCJJC's educational department collaborated with DJS in order to provide after-school programs to students. Students are given opportunities to learn to play chess, participate in environmental activities (i.e. mulching, planting flowers, etc.), and learn to mentor peers.

Charles H. Hickey Jr. School (Hickey)

Students at Hickey had a 98.4% attendance rate. There were a total of 153.5 credits earned by students toward graduation requirements. Two students were able to earn their Maryland High School Diploma through the GED examination. Graduated students were given the opportunity to enroll in post-secondary options, including enrolling in Anne Arundel Community College in order to earn certificates in construction, real estate, and various other career areas.

Hickey collaborated with DJS to create and continue programs such as "Boys to Men" mentoring groups, monthly youth advisory board meetings, health education programs, and weekly after-school library rotations to support increased literacy and student engagement.

Cheltenham Youth Detention Center (Cheltenham)

Students at Cheltenham had a 97.3% attendance rate and three students earned a Maryland High School Diploma through GED examination. Three of Cheltenham's high school graduates were enrolled in post-secondary classes at the local community college. Through the 2020-2021 school year, students earned 162 credits toward their graduation requirements.

Throughout the school year, Cheltenham offered students opportunities to receive 1:1 individualized academic support, small group instruction, and extra help during an independent study period. Students also utilized this time to work on independent goals, such as the GED. Students who earned their GED celebrated with a graduation ceremony. Families received framed diplomas with a personalized photo of their child.

Moreover, students were recognized for their academic achievements and positive behaviors throughout the year by awarding them with certificates and by having classroom celebrations. During the summer, students helped create a newsletter. The Cheltenham staff also collaborated with DJS staff throughout the school year for family functions and sporting events.

Garrett Children's Center (Garrett)

Students at Garrett Children's Center had a 100% attendance rate during the time it was open. Garrett Children's Center has been closed for most of the year in order to complete improvements to the facility. When students attended Garrett, they were provided a full day of academic classes in order to earn credits toward their high school diploma or working on earning their GED. This summer, staff at Garrett Children's Center piloted a virtual instruction program for students enrolled in the Juvenile Services Education System across the state in order to meet the unique demands caused by the COVID-19 pandemic. The virtual instruction program

provided consistent educational services and highly qualified teachers to students due to staff extended absences, mandated quarantine, and staff shortages.

Green Ridge Youth Center (Green Ridge)

Students at Green Ridge Youth Center had a 99.9 % attendance rate and four students earned a Maryland High School Diploma through the GED examination. Green Ridge's high school graduates were enrolled in post-secondary classes at Anne Arundel Community College through an MSDE partnership. Through the 2020-2021 school year, students earned 108 credits toward their graduation requirements.

The 1:1 Dell Chromebook initiative has allowed teachers to integrate more technology into the classroom preparing students for the digital world. Teachers utilize Google Classroom as a learning management system providing assignments and real-time feedback to students. Green Ridge is currently working to expand its vocational offerings, including construction courses recognized through the National Center for Construction Education & Research (NCCER). The school library media center was completed in November 2020 and allows students access to all school library services, including over 500 books and five student computers with Microsoft Office and access to multiple online research databases. Each student is also assigned their own Nook E-Reader, in order to support increased reading opportunities.

During family day on August 7, 2021, more than ten families met with the principal to discuss their students' instructional options and support family involvement in education. Quality of Earnings (QoE) has been a major focus of the school beginning with the 2020-2021 school year. QoE focuses on recognizing the individual achievement of credits toward graduation for students maintaining a higher academic standing.

Mountain View (MV)

Students at Mountain View had a 100% attendance rate and two students earned a Maryland High School Diploma. Mountain View provides a full day of academic classes for students to be able to earn credits toward their high school diploma or work on earning their GED. JSES had to be innovative in order to continue to provide students high quality, rigorous instruction while addressing the health and safety concerns of the COVID-19 pandemic. Throughout the course of the year, students transitioned between in-person, fully virtual, and blended learning in order to maintain student and educator safety during the COVID-19 pandemic.

Mountain View students have access to two post-secondary programs, including enrolling in virtual classes through Anne Arundel Community College through a partnership with MSDE and

attending courses on campus at Garrett College partnering with DJS.   Providing multiple options for post-secondary enrollment offers more flexibility for students.

Students were recognized for their academic achievement through a *Student of the Month* program, including recognizing honor roll students and graduates. Teachers and students participated in field day activities including arts and crafts and outdoor activities, which included ziplining. Mountain View students had the opportunity to earn certifications in ServSafe Food Handler and various *Workplace Readiness* modules through the Conover Company. Students were also able to partner with Habitat for Humanity in order to have a meaningful experience, while also earning Student Service Learning Hours required for high school graduation.

Lower Eastern Shore Children's Center (LESCC)

During the 2020-2021 school year, students at the Lower Eastern Shore Children's Center had a 99.4 % attendance rate. Students also earned 35.5 credits toward high school graduation. Each week a student is recognized with a Student of the Week certificate for academic and behavior excellence in the classroom. This student is also recognized with a poster outside the Principal's Office.

Community service hours toward high school graduation were earned in several ways. First, students participated in Operation Gratitude for which they wrote letters, thank you notes, and made posters for veterans and service members. Second, students assisted the principal with organizing, labeling, stamping, and numbering hundreds of new classroom textbooks and library books (students have weekly access to the library whether in person or by having books brought to them on the library cart). Finally, LESCC education partnered with DJS Youth Recreation for their Gardening Club, in which students could earn service learning hours by taking care of the garden (watering, weeding, harvesting vegetables) with assistance from DJS staff. Each activity was enhanced by lessons and discussions in the classrooms.

Other activities this year included the College Application Campaign, virtual DJS College Panel, and Black History and Women's History Month lessons/activities. In October, LESCC teachers presented lessons and classroom discussions/activities focused on voting and elections. Students participated in lessons about voting history, voter registration, political parties, and the election process in the United States. The culminating activity for the week was a live mock election conducted by DJS staff in which students and staff could participate by registering and casting a vote in a mock presidential election. Staff and student representatives also participate in a biweekly Student Advisory Board Meeting to help guide programming decisions at the facility.

Thomas J.S. Waxter Children's Center (Waxter)

Students at Thomas J.S. Waxter Children's Center had a 99.4 % attendance rate. Through the 2020-2021 school year, students earned 88.5 credits toward their graduation requirements. During FY21, the school held collaborative activities with DJS. The school also held virtual meetings/conferences with guest speakers. In addition, teachers introduced numerous transitional virtual instructional projects during the past academic year. Many virtual transition activities were to support student re-entry into communities and schools.

During COVID-19, teachers incorporated aspects of mindfulness and fitness as an intricate part of lessons. Waxter students participated in virtual job shadowing and researched salaries and job requirements.

Waxter held Crime Victim Awareness Week in April 2021, where education and DJS staff collaborated to support students to attend a poetry contest. A Waxter student won first place in this competition. The staff and students held a virtual assembly and completed a crime victims' rights walk.

Victor Cullen Center (Cullen)

Students at Cullen had a 98.9 % attendance rate and one student earned a Maryland High School Diploma through the GED examination. Students earned 98.5 credits toward their graduation requirements. During the 2020-2021 school year, one student completed a post-secondary statistics college course. Additionally, two students successfully passed their APEX online courses. Students helped create an acknowledgment bulletin board to recognize and celebrate those students who earned a high school diploma.

Cullen students participated in a service learning activity entitled, *The Dangers of Opioids*. This activity required students to participate in discussions, readings, and activities to strengthen awareness and understanding of the harmful effects of opioids. For the capstone activity, students created public service announcement posters for display throughout the facility.

Teachers and staff used creative thinking to offer in-person and virtual growth opportunities to students. All students participated in multiple post-secondary activities including, a *Year-Up* presentation and the *Social-Emotional Learning game.*

Teachers offered additional activities and learning opportunities through the creation of school clubs, including a chess club and a book club. The book club used the book, On the Come Up as a discussion point for expression, freedom of speech, and individuality. For those interested in

gaming, chess boards were introduced for learning theory, game-play, strategy, and one student went on to participate in a DJS chess tournament.

Education staff at Cullen met often, either in-person or virtually, to collaborate and continue to make plans to elevate school curriculum and learning opportunities during the pandemic. Teachers created online learning opportunities and support to help engage and motivate students. Teachers created engaging formative assessments using online interactive programs, such as Kahoot and Quizizz, in order to assess students for learning and measure progress. Teachers also provided students with the chance to give online presentations and activities to promote discussions and interactions. Throughout the virtual hybrid-teaching model, Cullen teachers created a virtual meeting space to support students needing additional tutoring or academic support. Case managers were also provided virtual meeting space to meet with special education students.

Western Maryland Children's Center (WMCC)

Students at WMCC had a 99.4 % attendance rate and two earned a Maryland High School Diploma through the GED examination. Students earned 76 credits toward their graduation requirements. One student received a high school diploma from his home school in his county of residence and one student graduated from Penn Foster online school.

WMCC students participated in several service learning projects allowing them to earn service learning hours toward graduation requirements. Students continued work on a large project entitled, *The Latchkey Kids of Hagerstown*. Students at WMCC created keychains for the local children enrolled in the Latchkey Program. The program director shared a clarifying presentation to the WMCC students about the services available to children and received dozens of keychains made by the WMCC students.

WMCC continues to support *Student of the Week* and other positive behavior incentive programs implemented throughout the education building. The six pillars of character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) are embedded into daily instruction and help to build knowledge about responsibility and respect. Students designed and created posters which help to reinforce positive interactions. Teachers have also closely collaborated with students to outline classroom expectations and norms. Students completed this collaborative activity by creating posters to hang in classrooms.

Final Comment

The information contained in this report is intended to provide an overview of the accomplishments and activities of the JSES during FY 2021. 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. As a result of the transfer of JSES programs to the Department of Juvenile Services and of responsibility to the newly-established Juvenile Services Education Board, as well as the repeal of Education Article §22-301-§22-306, this will be the final report from the Maryland State Department of Education.

"Education for a Brighter Tomorrow"

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