



**Office of the Inspector General (OIG)**  
**Quality Assurance Unit – Education Audit Team**

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**Baltimore City Juvenile Justice Center School Audit**

Audit Date(s): February 20, 2025

Location: Baltimore City Juvenile Justice Center  
300 N Gay St  
Baltimore, MD 21202

School Principal: Jeffrey Robinson  
Superintendent: Dr. Lisa Anderson-Deroux

QA Education Audit Team: Ty Blackwell, Lead QA Specialist  
Chasity Leffall, QA Specialist  
Landon Saunders, QA Specialist

*Kevin Hoefs*

Kevin Hoefs  
Director of Quality Assurance

3.25.25

Date

**ENTRANCE CONFERENCE:**

On December 5, 2024 an Entrance Conference was conducted by Ty Blackwell, Lead QA Specialist. In attendance was Mr. Jeffery Robinson, Principal. The QA Audit Team discussed the audit process and addressed any questions.

**REVIEW PROCESS:**

- The school was notified 10 business days prior to the actual start of the audit. This timeframe allowed the school to gather the students files and collect requested information
- Audited the records and information for all students enrolled in the school from November 14, 2024 to January 31, 2025.

**EXIT CONFERENCE**

On February 20, 2025 an exit conference was conducted with Mr. Robinson. Preliminary findings of the audit were emailed to Mr. Robinson on February 21, 2025.

**FINDINGS**

NO.	Standard	Data Source	Findings
<b>Assessment and Records</b>			
AR-1	Students will receive an educational assessment upon admission to school within 5 school days of being physically present in the school building	File review	The school provide Star reports for 78 students. Sixty of the reports were completed within 5 days of the students' admission dates.
AR-2	Students will be reassessed 90 school days after the initial educational assessment to determine gains in reading and mathematics	File review	There were 3 students during the audited period that were reassessed at the 90 day assessment mark.
AR-3	Students will be reassessed in 90 day increments to	File review	There were no students during the audited period that reached the 180 day assessment mark.

NO.	Standard	Data Source	Findings
	measure reading and math gains		
AR-4	Student records are requested upon facility admission from the LEA within 1 JSEP school day	File review	A review of the 78 files of students admitted to the school during the audit period indicated that all records (100%) were requested from the LEA within the first JSEP school day.
AR-5	Student records are received from the LEA within 2 school days of request	File review	A review of the 78 files of students admitted to the school during the audit period indicated that 72 of 78 records (92%) were received from the LEA within 2 days of the request
AR-6	Record review and credit audit is completed and reviewed with the student within 3 JSEP school days of records being received	<ul style="list-style-type: none"> <li>File review</li> <li>Review of Individual Learning Plans</li> </ul>	A review of the 78 files and ILPs of students admitted to the school during the audit period indicated that 75 of 78 records (96%) were reviewed with the student within 3 JSEP school days of records being received
<b>Schedule of instruction and Attendance</b>			
SA-1	The education program operates at least 220 school days and a minimum of 1,320 school hours during a 12-month period.	<ul style="list-style-type: none"> <li>Review of School calendar</li> <li>Review of facility cameras</li> </ul>	A review of school calendar indicated that the education program is scheduled to provide instruction that exceeds the 220 days and 1,320 hours minimum for instruction.
SA-2	There is a written calendar that states the specific days and total number of days for educational programs.	Review of School calendar	The written calendar indicated that during the audited period there were 47 days scheduled for the second quarter.
SA-3	There is a written schedule for each school that states the beginning and end of the 6-hour school day	<ul style="list-style-type: none"> <li>Review of School schedule</li> </ul>	A review of the school schedule indicated that there was a schedule outline for a six hour school day.

NO.	Standard	Data Source	Findings
	and the specific time periods during the school day when the areas of instruction are implemented.	<ul style="list-style-type: none"> <li>Review of the Facility Schedule</li> </ul>	
SA-4	Unit based instruction is provided at a minimum of 6 hours per week to students who are unable to attend the School because of illness or injury.	<ul style="list-style-type: none"> <li>Review of facility cameras</li> <li>Review of logbooks</li> <li>Interview with the school principal</li> </ul>	Unit based instruction was provided to students unable to attend the school because of illness or injury.
SA-5	Students attend class on-time without delay due to residential staffing	<ul style="list-style-type: none"> <li>Camera Review</li> <li>Logbook Review</li> <li>Attendance records</li> </ul>	A review of cameras and the attendance report indicated that there were 28 incidents of units being late to school for the because of staffing issues.
SA-6	Students attend class on-time without delay due to safety/security issues	<ul style="list-style-type: none"> <li>Camera Review</li> <li>Logbook Review</li> <li>Attendance records</li> </ul>	A review of cameras and the attendance report indicated that there were 13 incidents of units being late to school for the because of safety and security issues.
SA-7	Students attend class on-time without delay due to education staff shortages	<ul style="list-style-type: none"> <li>Camera Review</li> <li>Logbook Review</li> <li>Attendance records</li> </ul>	A review of cameras and the attendance report indicated that there no incidents of school be delayed because of education staff shortages
<b>Special Education Instruction and Related Services</b>			
<b>IEP</b>			
SE-A-1	The number of students identified as needing/receiving IEP services	<ul style="list-style-type: none"> <li>MD Online IEP</li> <li>File Review</li> <li>Interview with staff</li> </ul>	There were 32 students admitted during the audited period that were identified as needing/receiving IEP services during the audited period.

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
SE-A-2	The percentage of IEPs that are current (received from LEA)	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	During the audit period 100% of the IEPs received from LEAs were current.
SE-A-3	The percentage of IEPs that are out of compliance upon JSEP school enrollment	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	During the audit period 0% of the IEPs received were out of compliance.
SE-A-4	The percentage of students who have had an initial review meeting within 45 school days	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	During the audited period 100% students had initial IEP meetings within 45 days of admission.
SE-A-5	Youth receive instruction as outlined by the IEP	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	A review of 32 IEPs and student files indicated that the youth were receiving instruction as outlined in their IEPs
<b>IEP Implementation</b>			
SE-B-1	Youth receive related services as outlined by the IEP	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of IEPs indicated that 15 students were to receive related services Five student folders had no related service log that documented that services were provided
SE-B-2	Youth are provided supplementary aids as outlined by the IEP	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of IEPs indicated that all students were to receive supplementary aids.
<b>IEP Documentation</b>			
SE-C-1	IEPs are current and are reviewed at least annually while in continuous custody/care	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of IEPs indicated that 0 youths' IEPs were not current.
<b>Evaluations</b>			
SE-D-1	Students are evaluated at least triennially.	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> </ul>	A review of Special Education files indicated 0 youths' evaluations were not up to date.

NO.	Standard	Data Source	Findings
<b>Child Find</b>			
SE-E-1	Procedures are implemented to identify students who are currently identified as students who require special education services	<ul style="list-style-type: none"> <li>MD Online IEP</li> <li>File Review</li> </ul>	A review of Child Find procedures indicate a process for identifying students admitted to the school who required special education services. A review of student records found no students who were receiving special education services prior to admission that were not identified by the school.
SE-E-2	Procedures are implemented to identify students who may be in need of special education services.	<ul style="list-style-type: none"> <li>MD Online IEP</li> <li>File Review</li> <li>Interview with staff</li> </ul>	A review of Child Find procedures indicates a process for identifying students who may require special education. During the audited period, one student was identified and had services initiated at the facility
SE-E-3	The number of students identified who qualify for special education services not previously identified	<ul style="list-style-type: none"> <li>MD Online IEP</li> <li>File Review</li> <li>Interview with staff</li> </ul>	A review of Child Find procedures outlines a process to identify previously unidentified students who may qualify for special education services. During the audited period one student had an eligibility meeting at the facility.
<b>Teacher Certification</b>			
TC-1	All Education staff have valid certifications	Review information from the Superintendent and DJS HR Certification Manager	A review of certifications indicated that one teacher's Teacher APC Plus 60 certification expired June 30, 2024.
<b>Instruction</b>			
I-1	Instruction is provided to students to achieve credit requirements and assessments necessary to progress towards the standards for graduation from a public high school in Maryland	<ul style="list-style-type: none"> <li>File review</li> <li>Review of Monthly Reports</li> <li>Interview with the principal</li> </ul>	A review of grade reports and transcripts of the students' earned credits and assessments allows the students to progress toward graduation.
I-2a	The number of core credits issued towards	<ul style="list-style-type: none"> <li>Powerschool</li> <li>File review</li> </ul>	During the audited period 119 of the 173 core credits attempted were issued.

NO.	Standard	Data Source	Findings
	graduation requirements versus attempted during the semester		
I-2b	The number of elective credits issued towards graduation requirements versus attempted during the semester	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	During the audited period 31 credits were attempted. The school issued all 31 of the attempted credits.
I-3	The number of students who completed their course of study and were issued a MD High School Diploma	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	A review of student files indicated that no students completed course work to obtain diplomas
I-4	The number of students who obtained GED waiver	<ul style="list-style-type: none"> <li>• Powerschool</li> <li>• File review</li> </ul>	A review of student files and Powerschool indicated that two students obtained a GED waivers during the audited period.
I-5	The program offers students preparation courses for the GED examination	<ul style="list-style-type: none"> <li>• Review of education policy and procedures</li> <li>• Interview with Principal</li> </ul>	A review of the program shows that the school does provided GED preparation courses. Eight youth were enrolled in courses during the audited period.
I-6	The number of GED sections passed per student versus The number attempted	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	<p>The number of GED sections passed versus the number attempted during the audited period was:</p> <p>Math -2/2</p> <p>Reading Language Arts-1/1</p> <p>Science-2/2</p> <p>Social Studies -1/1</p>
I-7	The number of GEDs obtained	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of student files and information provided the principal indicated that one GED was obtained during the audited period

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
I-8	The program offers vocational education programs	Review of school schedule and class offerings	A review of program materials indicate that the school offered the following vocational programs: <ul style="list-style-type: none"> <li>• ServSafe Food Handler</li> <li>• ServSafe Manager</li> <li>• Flagger</li> <li>• OSHA 10</li> <li>• OSHA 30</li> <li>• CPR</li> <li>• Conover Career Readiness</li> <li>• MVA Driver's License Permit</li> </ul>
I-9	The number of youth enrolled in vocational program	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of student files information provided by the assistant principal indicated that 11 students were enrolled in vocational programs during the audited period.
I-10	The number of youth obtaining certification versus attempt	<ul style="list-style-type: none"> <li>• File review</li> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	A review of student records and an interview with the assistant principal indicated that no students obtained certifications during the audited period
I-11	The percentage of youth passing their courses upon discharge and return to the community	Grade count information provided by the superintendent	A review of the data indicated that 94% of classes attempted during the 2 <sup>st</sup> Quarter of the 2024/2025 school year were passed
<b>Post-Secondary Education</b>			
PE-1	The program offers students with diplomas or GED to take college courses	<ul style="list-style-type: none"> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	Program information provided by the principal indicated that the school offers virtual classes through Frederick Community College and Anne Arundel Community College
PE-2	Course offerings are a minimum of 2.5 hours per school day	<ul style="list-style-type: none"> <li>• Review of Monthly Reports</li> </ul>	A review of a list of post-secondary options provided by the JSEP Superintendent indicates that there are a combination of



NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> <li>• Interview with the principal</li> </ul>	offerings from local colleges and online certification classes to provide at least 2.5 hours of classes per day.
PE-3	The number of students enrolled in credit bearing college courses	<ul style="list-style-type: none"> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	There were no students enrolled in credit bearing college courses during the audit period.
PE-4	The number of college credits obtained while in placement versus those attempted	<ul style="list-style-type: none"> <li>• Review of Monthly Reports</li> <li>• Interview with the principal</li> </ul>	There were no students taking credit bearing college courses during the audit period
<b>Re-Entry</b>			
RE-1	The number of students who had a re-entry/transition meeting (Committed Only)	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	N/A
RE-2	The number of students whose re-entry meeting was held prior to release from commitment. (Committed Only)	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	N/A
RE-3	The number of eligible students who returned to their “home school” within their LEA	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> </ul>	N/A

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> <li>• Student file review</li> </ul>	
RE-4	The number of students enrolled in an alternative educational placement	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	N/A
RE-5	The number of students who remained engaged with their LEA 90 days post release	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	N/A
RE-6	The number of credits obtained when transfer occurred mid-quarter or mid-semester	<ul style="list-style-type: none"> <li>• Review of the Re-entry Committed or Detention Youth Log</li> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	N/A