



# Maryland

DEPARTMENT OF  
JUVENILE SERVICES

## 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): December 7, 2023

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

School Principal: Jeffrey Robinson  
Superintendent: Daniel McCoy

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

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*Kevin Hoefs*

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Director of Quality Assurance

1.4.24

Date



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**ENTRANCE CONFERENCE:**

On December 7, 2023 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 April 1, 2023 to June 30, 2022

## EXIT CONFERENCE

On December 7, 2023 an exit conference was conducted with Mr. Robinson. Preliminary findings of the audit were discussed.

## FINDINGS

NO.	Standard	Data Source	Findings
<b>Assessment and Records</b>			
AR-1	Students will receive an educational assessment upon admission to the facility within 5 business days	File review	The school provide Star reports for 87 students. Twenty-seven of the reports were completed within 5 days of the students' admission dates.
AR-2	Students will be reassessed at the 90 day mark to determine gains in reading and mathematics	File review	There were no students during the audited period that reached the 90 day assessment mark.
AR-3	Students will be reassessed in 90 day increments to measure reading and math gains	File review	There were no students during the audited period that reached the 90 day assessment mark.
AR-4	Student records are requested upon facility admission from the LEA within 1 JSEP school day	File review	A review of the 145 files of students admitted to the school during the audit period indicated that 145 of 145 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 145 files of students admitted to the school during the audit period indicated that 127 of 145 records (88%) 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 145 files and ILPs of students admitted to the school during the audit period indicated that 125 of 145 records (86%) 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	<ul style="list-style-type: none"> <li>• Review of School calendar</li> </ul>	A review of school calendar indicated that the education program is scheduled to provide instruction that exceeds the 220

NO.	Standard	Data Source	Findings
	and a minimum of 1,320 school hours during a 12-month period.	<ul style="list-style-type: none"> <li>• Review of facility cameras</li> </ul>	days and 1,320 hours minimum for instruction. During the audited period, the school was scheduled for 40 days for the Summer session and 45 days for the Fall quarter for a total of 85 days. 510 school hours. A review of the facility cameras indicated the school met for the prescribed days and hours.
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 the school was scheduled for 40 days for the Summer session and 45 days for the Fall quarter for a total of 85 days.
SA-3	There is a written schedule for each school that states the beginning and end of the 6-hour school day 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 School schedule</li> <li>• Review of the Facility Schedule</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. During the audited period, the school was scheduled for 85 days and 510 school hours. A review of the facility cameras the school met for the prescribed days and hours.
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 indicated that there were 67 incidents of units being late to school for the because of staffing and safety and security 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 indicated that there were 67 incidents of units being late to school for the because of staffing and safety and security issues.

NO.	Standard	Data Source	Findings
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>	There was instances when school was reported late for teacher 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 47 students admitted during the audited period that were identified as needing/receiving IEP services during the audited period.
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 47 IEPs were received from the LEAs. Twenty-four of the 45 IEPs (96%) were current
SE-A-3	The number 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 47 IEPs were received from the LEAs. Two of the IEPs were out of compliance (4%).
SE-A-4	The number of youth who have had an initial IEP meeting within 20 days	<ul style="list-style-type: none"> <li>• MD Online IEP</li> <li>• File Review</li> <li>• Interview with staff</li> </ul>	<p>During the audited period 44 out of 47 students had initial IEP meetings within 20 days of admission.</p> <p>(Two students were released prior to the date of the scheduled meeting.)</p>
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 44 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 20 students were to receive related services There was no related services documentation indicated that the student received the counseling outlined in his IEP, indicating that one student did not receive related services as outlined in their IEPs.
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 17 students were to receive supplementary aids.
<b>IEP Documentation</b>			

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</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.
<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, no students were identified.
<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 18 of 18 education staff members hold current valid certifications.
<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.

NO.	Standard	Data Source	Findings
I-2a	The number of core 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 86 core credits were attempted. Eight four of the 86 credits were issued
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 114 credits were attempted. The school issued 112.5 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 did not indicated that no students received their MD High School Diploma while enrolled at the school
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 no youth obtained 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. Fourteen 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>	During the audited period no students took the GED exam.
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 there were no GEDs obtained during the audited period
I-8	The program offers vocational education programs	Review of school schedule and class offerings	<p>A review of program materials indicate that the school offered the following vocational programs:</p> <ul style="list-style-type: none"> <li>• ServSafe Food Handler</li> <li>• ServSafe-Manager</li> <li>• OSHA 10</li> </ul>

NO.	Standard	Data Source	Findings
			<ul style="list-style-type: none"> <li>• OSHA 30</li> <li>• CPR First Aid</li> <li>• Flagger</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 16 students were enrolled in vocational programs during the audited period. Forty-two youth were also attempting to get their MVA Driver's License Permit.
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 no attempted certifications or obtained a vocational certification 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 98.3% of youth courses were passing upon discharge
<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
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> <li>• Interview with the principal</li> </ul>	A review of a list of post-secondary options provided by the JSEP Superintendent indicates that there are a combination of 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 6 students taking college courses during the audit period.

NO.	Standard	Data Source	Findings
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>	
<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> <li>• Student file review</li> </ul>	N/A
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> </ul>	N/A

<b>NO.</b>	<b>Standard</b>	<b>Data Source</b>	<b>Findings</b>
		<ul style="list-style-type: none"> <li>• Review of ASSIST</li> <li>• Student file review</li> </ul>	
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