



Maryland

DEPARTMENT OF
JUVENILE SERVICES

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

Charles H. Hickey, Jr. School

Audit Date(s): December 6, 2023

Location: Charles H. Hickey, Jr. School
9700 Old Harford Road
Baltimore, MD 21234

School Principal: Tony Edwards
Superintendent: Tonaza Burgess

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

Kevin Hoefs

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Director of Quality Assurance

1.4.24

Date



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ENTRANCE CONFERENCE:

On December 6, 2023, an Entrance Conference was conducted by Ty Blackwell, Lead QA Specialist. In attendance was Mr. Tony Edwards, 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 July 5, 2023 to November 8, 2023

EXIT CONFERENCE:

On December 6, 2023 an Exit Conference was held between The QA Team and Mr. Edwards. Mr. Edwards was informed of the conclusion of the Audit.

NO.	Standard	Data Source	Findings
Assessment and Records			
AR-1	Students will receive an educational assessment upon admission to the facility within 5 business days	File review	Thirty-one students received an educational assessment. Ten students received an educational assessment upon admission to the facility within 5 business days
AR-2	Students will be reassessed at the 90 day mark to determine gains in reading and mathematics	File review	There were 0 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 0 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 114 files of students admitted to the school during the audit period indicated, 114 files were requested. Of the 114 requested files 112 of 114 records (98%) 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 114 files of students admitted to the school during the audit period indicated that 111 of 114 records (97%) 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"> • File review • Review of Individual Learning Plans 	A review of the 114 files and ILPs of students admitted to the school during the audit period indicated that 6 of 114 records (.05%) were reviewed with the student within 3 JSEP school days of records being received

NO.	Standard	Data Source	Findings
Schedule of instruction and Attendance			
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"> • Review of School calendar • Review of facility cameras 	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 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"> • Review of School schedule • Review of the Facility Schedule 	A review of the school schedule indicated that there was a schedule outline a six hour school day. The facility and school schedule indicated that school began at 8:15 AM.
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"> • Review of facility cameras • Review of logbooks • Interview with the school principal 	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	<ul style="list-style-type: none"> • Camera Review 	During this audit period there were 6 days of students attending class late due to residential staffing.

NO.	Standard	Data Source	Findings
	delay due to residential staffing	<ul style="list-style-type: none"> • Logbook Review • Attendance records 	
SA-6	Students attend class on-time without delay due to safety/security issues	<ul style="list-style-type: none"> • Camera Review • Logbook Review • Attendance records 	A review of attendance records indicate students attended class late on 12 occasions due to safety/security issues.
SA-7	Students attend class on-time without delay due to education staff shortages	<ul style="list-style-type: none"> • Camera Review • Logbook Review • Attendance records 	A review of attendance records indicated there were 3 delays to class due to education staff shortages.
Special Education Instruction and Related Services			
IEP			
SE-A-1	The number of students identified as needing/receiving IEP services	<ul style="list-style-type: none"> • MD Online IEP • File Review • Interview with staff 	There were 43 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"> • MD Online IEP • File Review • Interview with staff 	During the audit period 43 IEPs were received from LEA. Forty IEPs (93%) were current.
SE-A-3	The number of IEPs that are out of compliance upon JSEP school enrollment	<ul style="list-style-type: none"> • MD Online IEP • File Review • Interview with staff 	During the audit period 43 IEPs were received from LEA. Three of the IEPs were out of compliance.
SE-A-4	The number of youth who have had an initial IEP meeting within 20 days	<ul style="list-style-type: none"> • MD Online IEP • File Review • Interview with staff 	During the audited period 34 out of 43 students had initial IEP meetings with 20 days of admission.
SE-A-5	Youth receive instruction as outlined by the IEP	<ul style="list-style-type: none"> • MD Online IEP • File Review • Interview with staff 	A review of 43 IEPs and student files indicated the 43 youth were receiving instruction as outlined in their IEP's

NO.	Standard	Data Source	Findings
IEP Implementation			
SE-B-1	Youth receive related services as outlined by the IEP	<ul style="list-style-type: none"> MD Online IEP File Review 	A review of IEP's indicated that 26 were to receive related services. IEP documentation showed that 26 of the 26 students (100%) received related services as outlined in their IEPs.
SE-B-2	Youth are provided supplementary aides as outlined by the IEP	<ul style="list-style-type: none"> MD Online IEP File Review 	A review of IEPs indicated that 38 were to receive supplementary aid.
IEP Documentation			
SE-C-1	IEPs are current and are reviewed at least annually while in continuous custody/care	<ul style="list-style-type: none"> MD Online IEP File Review 	A review of IEPs indicated that 40 of 43 IEPs were current.
Evaluations			
SE-D-1	Students are evaluated at least triennially.	<ul style="list-style-type: none"> MD Online IEP File Review 	A review of Special Education files indicated that 42 of 43 evaluations were updated.
Child Find			
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"> MD Online IEP File Review 	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"> MD Online IEP File Review Interview with staff 	A review of Child Find procedures indicate a process for identifying students who may be in need of special education. During the audited period no students were identified.
SE-E-3	The number of students identified who qualify for special education services not previously identified	<ul style="list-style-type: none"> MD Online IEP File Review Interview with staff 	A review of Child Find procedures outline a process to identify previously unidentified students who may qualify for special education services. During the audited period no students were identified.
Teacher Certification			

NO.	Standard	Data Source	Findings
TC-1	All Education staff have valid certifications	Review information from the Superintendent and DJS HR Certification Manager	A review of certifications indicated that 15 of 15 educators hold valid certifications. One teacher's expired Teacher APC Plus 30 certification is pending renewal. One Teacher's APC Certification is pending renewal.
Instruction			
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"> • File review • Review of Monthly Reports • Interview with the principal 	A review of grade reports and transcripts indicated the students earned credits and assessments allow the students to progress toward graduations.
I-2a	The number of core credits issued towards graduation requirements versus attempted during the semester	<ul style="list-style-type: none"> • Powerschool • File review 	During the semester student's attempted 34 core credits, 9 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"> • Powerschool • File review 	During the semester student's attempted 63 elective credits, 54.5 credits were issued.
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"> • Powerschool • File review 	A review of student files and Audit book indicated that there were 5 students to receive their High School Diploma.
I-4	The number of students who obtained GED waiver	<ul style="list-style-type: none"> • Powerschool • File review 	A review of student files and Powerschool indicated that no students obtained GED waivers during the audited period.

NO.	Standard	Data Source	Findings
I-5	The program offers students preparation courses for the GED examination	<ul style="list-style-type: none"> • Review of education policy and procedures • Interview with Principal 	A review of the program that the school does provide GED preparation courses.
I-6	The number of GED sections passed per student versus The number attempted	<ul style="list-style-type: none"> • File review • Review of Monthly Reports • Interview with the principal 	During the audited period 0 students sat for the GED readiness test. No students passed the readiness test. There were 0 students reported for taking the GED Examination.
I-7	The number of GEDs obtained	<ul style="list-style-type: none"> • File review • Review of Monthly Reports • Interview with the principal 	A review of student files and information provided the Principal indicated that 0 students obtained their GED.
I-8	The program offers vocational education programs	Review of school schedule and class offerings	<ul style="list-style-type: none"> • Serve Safe Certification • First Aid/CPR Certification • Flagger Certification • MVA Learner's Permit Testing • Career Research and Development Coursework
I-9	The number of youth enrolled in vocational program	<ul style="list-style-type: none"> • File review • Review of Monthly Reports • Interview with the principal 	Per the Information by the principal, there were 0 students enrolled in vocational programs during the auditing period
I-10	The number of youth obtaining certification versus attempt	<ul style="list-style-type: none"> • File review • Review of Monthly Reports 	Per the Information by the principal, there were 0 students attempting to obtain vocational certification during the audited period.

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> • Interview with the principal 	
I-11	The percentage of youth passing their courses upon discharge and return to the community	<ul style="list-style-type: none"> • File review • Review of Monthly Reports • Interview with the principal 	A review of the data indicated that 65.5% of the youth passed their courses upon discharge and return to the community
Post-Secondary Education			
PE-1	The program offers students with diplomas or GED to take college courses	<ul style="list-style-type: none"> • Review of Monthly Reports • Interview with the principal 	Program information provided by the Principal indicated that the school offers the following college options: <ul style="list-style-type: none"> • Frederick Community College • Anne Arundel community College
PE-2	Course offerings are a minimum of 2.5 hours per school day	<ul style="list-style-type: none"> • Review of Monthly Reports • Interview with the principal 	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"> • Review of Monthly Reports • Interview with the principal 	An interview with the school Principal indicated 4 students attempted college credits while in the placement.
PE-4	The number of college credits obtained while in placement versus those attempted	<ul style="list-style-type: none"> • Review of Monthly Reports • Interview with the principal 	An interview with the school Principal indicated that 0 students received college credits while in the placement
Re-Entry			
RE-1	The number of students who had a re-entry/transition meeting (Committed Only)	<ul style="list-style-type: none"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST 	N/A

NO.	Standard	Data Source	Findings
		<ul style="list-style-type: none"> • Student file review 	
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"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST • Student file review 	N/A
RE-3	The number of eligible students who returned to their “home school” within their LEA	<ul style="list-style-type: none"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST • Student file review 	N/A
RE-4	The number of students enrolled in an alternative educational placement	<ul style="list-style-type: none"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST • Student file review 	N/A
RE-5	The number of students who remained engaged with their LEA 90 days post release	<ul style="list-style-type: none"> • Review of the Re-entry Committed or Detention Youth Log • Review of ASSIST • Student file review 	N/A