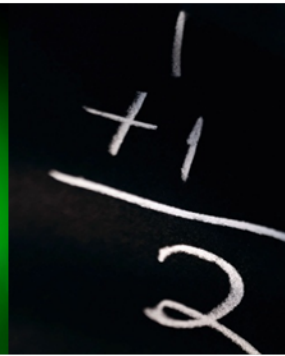
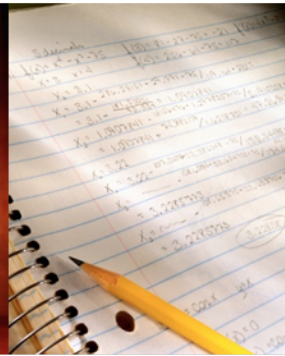


No Offender Left Behind: Assuring Correctional Youth Count in Ohio's Accountability System

Buckeye United School District,
Ohio Department of Youth Services





Ohio's Image





Another Side of the Story



- 1st in Foreclosures
- Jobs Lost
- State budget cuts
- Urban & Rural Poverty





Urban Poverty

The urban burden

Cincinnati and Cleveland rank as No. 3 and No. 4, respectively, among America's poorest big cities. Additionally, at least one in five people in Ohio's 10 largest cities, except Parma, lives in poverty, according to latest Census data.

Percentage of population living in poverty

(Cities with population 65,000 or greater)

City	Percentage
Statewide	13.3%
Akron	21.4%
Canton	25.5%
Cincinnati	27.8%
Cleveland	27%
Columbus	20.7%
Dayton	28.8%
Lorain	26%
Parma	7.6%
Toledo	22.7%
Youngstown	30.5%

America's poorest big cities

(Population 250,000 or more)

Rank	City	% living in poverty
1.	Detroit	32.5%
2.	Buffalo	29.9%
3.	Cincinnati	27.8%
4.	Cleveland	27%
5.	Miami	26.9%
6.	St. Louis	26.8%
7.	El Paso, Texas	26.4%
8.	Milwaukee	26.2%
9.	Philadelphia	25.1%
10.	Newark, N.J.	24.2%

Income change in Northeast Ohio counties

Median-household income, 2005 versus 2006 and percentage change

County	2005	2006	% Change
Cuyahoga	\$40,916	\$41,522	+1.5%
Geauga	\$71,937	\$61,120	-15%
Lake	\$50,317	\$51,322	+2%
Lorain	\$49,316	\$48,838	-1%
Medina	\$63,839	\$64,579	+1.2%
Portage	\$48,214	\$43,840	-9.1%
Summit	\$45,228	\$44,747	-1.1%



SuccessTech Academy students return to class

Posted by [Joseph L. Wagner](#) October 16, 2007 10:31AM



A student returning to SuccessTech Academy goes through a metal detector while her bag is searched this morning in downtown Cleveland. The students were clapped into the school by well-wishers including Cleveland Schools CEO Eugene Sanders, Cleveland Mayor Frank Jackson, many City Year volunteers and local clergymen.





Ohio's Juvenile Corrections Structure

- 88 County Courts, Blended Sentencing Option
- 49,000 court involved youth annually
- Detention Centers
- Residential Treatment Centers
- 8 Juvenile Correctional Facilities (ODYS)
- 16 Community Correctional Facilities (ReclaimOhio)





Buckeye United School District

at the Ohio Department of Youth Services

- Charter through Ohio Department of Education
- All applicable standards 5-12 Education
- 8 high schools inside Juvenile Correctional Facilities
- 200 Certificated staff, including Central Office Administrators, Principals, Teachers, Guidance
- Career Tech, Special Ed, Title 1, Literacy Programs, high school diplomas & GED





Student Profile

- 1,700 students daily population, 3,200 yearly
- 95% male, 64% between 16-18, 30% 19-20
- 62% African American
- 56% Special Ed
- Average stay is 11 months
- 33% Mental Health, 80% substance abuse issues
- Gang Affiliated
- 58% family history of criminal behavior



Report blasts state's juvenile-detention system

Fact-finder cites excessive use of force, 'prolonged' isolation

Monday, December 31, 2007 1:02 PM

BY ALAN JOHNSON

THE COLUMBUS DISPATCH

To see the full report (a PDF file), [click here](#).

A scathing report on Ohio's juvenile detention system has concluded it is "overcrowded, understaffed and underserved" in safety, education and mental-health treatment. The report by independent fact-finder Fred Cohen also found that "excessive force and the excessive use of isolation, some of it extraordinarily prolonged, is endemic to the ODYS system."

The report is a result of an agreement between the Ohio Department of Youth Services and parties to a class-action lawsuit filed against the state in late 2004.

Cohen's report, released today, said that the practice of isolating juveniles as a disciplinary measure is used "too often, for too long" and should be reduced or eliminated.

The report also found that on most days, youths at DYS received less than the legally required school day.

"In sum, the human and physical resources devoted to educating ODYS youth along with the physical plant are utterly deficient and require basic overhauling," Cohen reported.

In response, DYS Director Tom Stickrath acknowledged the problems in the report, but said it will help the agency "turn a new corner in DYS history."

"Mr. Cohen's report is a catalyst for change, and we will work closely with plaintiff's counsel to move DYS forward in a meaningful way," Stickrath said.

ajohnson@dispatch.com



How Data is Collected & Reported

- Student Information System (ChancerySMS) web-based
 - Period by Period attendance, scheduling, grades, discipline, test scores, SSID, District of Residence, Special Ed, courses
 - High degree of customization
- Custody database (demographics, length of stay, offense)
- IEP Anywhere Software
- MS Reporting Services
- OPTIX Document Management
- State Educational Management Information System reporting (EMIS) via FTP to Dept of Ed
- Time periods: Oct, Dec, Feb, & June (comprehensive end-of-year)





Education Outcomes Collected

- Results from State Assessments (5-8 Achievement & Ohio Graduation Test)
- Academic gains, as measured by California Achievement & SRI (Lexile) tests
- # of graduates, GED completers
- Credits earned (credits = competency)
- Attendance, Discipline, Grades
- We do NOT collect post-release outcomes





IT SOLUTIONS

Portal - Work Tools - Windows Internet Explorer

http://portal/Work%20Tools/default.aspx



File Edit View Favorites Tools Help

Google G Go Bookmarks 27 blocked Check AutoLink AutoFill Send to Settings

Portal - Work Tools

Current Location

- Home
- Work Tools**
- Phone List

	Phone Directory - DYS Employee Phone Listings		Outlook Phone Update - Allows you to change your phone number in outlook. Please include your extension when updating your phone number.
	Solar Web - Online reports based on OYMS data		Kronos - Time Tracking System
	Chancery SMS - Student Management Solutions		Open District Reports - District & School Reports
	Central Business Intelligence		CMC Medical Information System - Medical Information system of ODRC.
	Help Line - Online Hotline request system		DYS Document Management System
	Security Classification Instrument		Community-based Volunteers
	Video Conference Scheduling		Activity Management System
	Oaks Payroll Website		Personnel Tracking System

Local intranet 100%



What is the Data used for?

- Funding (anything tied to ADM)
 - Special Ed, Title 1, Tuition Reimbursement
 - Library Allocations & other grants
- Title 1 Accountability
- Special Education Focused Monitoring
- Grant writing & evaluation (StARR Literacy Grant)
- Reports to Director & Governor & Media & lawsuits
- Program Planning (e.g. Revocators)
- Case Communications, Report Cards, Attendance Reports





NCLB Reporting

2004-2005

3248 reported, no race breakdown,
no Academic or Vocational outcomes or
performance reported

2005-2006

1038 reported

181 reading, 91 math had long-term
performance outcomes showing 87% & 77%
improvement





What happened?

- Different Interpretations of Data Requirements
- Data Integrity
- Staff turn-over
- Staff vacancies
- Student mobility
- Schoolwide vs. targeted
- No systematic, agreed upon method of data collection





Data Collection Challenges

- Organizational Structure limits ability for good data collection
 - Within the Agency
 - Education not positioned at Executive Staff level
 - Within institutions
 - Superintendent of Schools did not supervise Principals
 - Principals are overwhelmed, safety is immediate concern
 - Regions – no process in place to collect data





Data Collection Challenges

- Ohio is a “local control” state
- ODE more of a service organization than authoritative & allows districts great flexibility (waivers, Community Schools)
- ODE has not initiated a process for sharing data among districts & longitudinal student outcomes
- Age of students (few State Indicators for High School)





Data Challenges, cont.

- Wildly fluctuating assessment results

Youth: Johnny Jones

<u>Date</u>	<u>SRI Score</u>
09/08/2006	920
12/28/2006	820
03/14/2007	560
06/16/2007	BR
09/05/2007	790
12/21/2007	220
03/10/2008	690

* SRI Scores need to be interpreted based on age at test





An Example of Good Intentions gone bad in Data Reporting

- Agency Director sets goal of 85% GED Pass Rate to the Governor
 - Feb & March data show 78% pass rate
 - Most of the kids that didn't pass, passed 4/5 tests and can retest
 - Are we doing bad?
 - Started without agreement on an evaluative measure or benchmark
 - Did the test get harder?
 - National Test Average – 80% purposely to be norm referenced
 - Trying to look at reasons – accommodations, attendance





Ohio's Accountability System

- State Indicators (32)
 - 75% Proficient on 3-8 Tests, OGT Assessments
 - 93% Attendance & 90% Graduation Rate
- Performance Index Score
 - weighted for Advanced, Proficient, Basic & Limited, 100%
- Value Added Growth (3-8)
 - Grade/Subject Mean Gains (Yellow, Red, Green)
- AYP Goals
- HQT & Teacher level of Education
- “Full Academic Year” – continually enrolled Oct-March
- “Projected” achievement





What is Ohio's Data Collection System Missing?

- Sustained Leadership
- Transition Planning
- Post-release outcomes tracked
- Pre-release testing, with validity
- No consequences for non-performance - ODE
“Report Card” & NCLB (no choice option)
- District data sharing is antiquated
- Teachers & Administrators not using data
- Most program data is descriptive not performance
- Attention/Audits from ODE (currently in flux)
- In house Research Department





Working toward Accountability

- Student Information System (Chancery) – 1999+, includes MS Reporting Services
- Technology Plan – 2000+
- eRate discounts – 2004+ (built infrastructure)
– \$300,000 annually, \$2 million+ equip
- Pushed inclusion in EMIS Reporting (Ohio's Education Management Information System) – 2004+
- District Report Card – 2005-2006+





Attendance:

How can students in a prison NOT go to school?

- Teacher Vacancies
- Mental Health Concerns (DYS is the default MH system for youth in Ohio)
- Violence
- Institution vs. Education (competitive views)
- Age & motivation of youth (relevancy)
- Enrolled vs. Attending & Funding





Proposed Solutions

- More staff – security, teachers, Guidance
- Smaller, Cognitive Behavior Centers
- Customized Student Learning Network (A+)
 - Prescribe Lesson Plans, Tests, End of Course Exams
 - Ongoing assessments
 - Greater feedback to students
 - Required tracking & interventions
 - Measuring growth (Terra Nova, MAP, others considered)
 - Using data daily, weekly, yearly





Proposed Solutions, cont.

- More attention to Accountability/ Management by Measurement
 - Data Warehouse & Analytic Tool
 - Data rich but Information Poor -> data to desktop
 - RFI to select product (Pearson, TetraData, Pinnacle Analytics)
 - Tying Educational Progress to Release Decisions (Good Time)
- More administrative & data coordination with other Correctional Entities
- More data coordination with ODE (SSID), SIF Project
- More data coordination with other districts (SSID & using existing Community Schools tool to inform public districts of students entering and exiting)





Getting Youth to buy in

“Education is not the filling of the pail, it is the lighting of the fire.”





Balancing Corrections & Treatment

