



North Carolina Department of Juvenile Justice and Delinquency Prevention

Academic Performance Measures

July 2007

Juvenile Justice Education and

NCLB Conference

Who Are Our Students?

- **47 percent of all students read four grade levels below their grade placement upon entrance to our centers.**
- **Even students who had performed well academically in their home school have had their schooling disrupted. Students are plagued by a host of problems and worries, including being away from their families, which show up as difficult behavior in the classroom.**
- **Average length of stay is 13 months.**

The Context - NC

- **Five long-term confinement facilities (“Youth Development Centers”) -- 4 male, 1 female**
- **Nine short-term detention centers**
- **125 licensed education employees**
- **The base budget is funded by state appropriations directly to our agency (NCDJJD).**

The Context - NC

Two state education laws directly refer to the Department of Juvenile Justice and Delinquency Prevention:

- 1. Employment of teachers, including salary, hiring, and dismissal; and**
- 2. Special education**

The Context - NC

Seeking to provide a single cabinet-level agency focused on deterring juvenile from crime through sanctions and prevention programs, in 1999 former Governor Jim Hunt established the Office of Juvenile Justice. After a final name change in November of 2000, the Department of Juvenile Justice and Delinquency Prevention became the official agency for at-risk youth in North Carolina.

Time for Change: Former vs. Blended Model for Juveniles

Former Model:

- Focus on containment & detention
- Highly structured
- Use of incentives & punishment to change behavior
- Adults as supervisors, guards, & caretakers
- High school classes with large group instruction and little accountability
- Limited access to mental health professionals & services

Time for Change: Former vs. Blended Model for Juveniles

Blended Model:

- Holistic focus on development & rehabilitation
- Highly structured with clear behavioral expectations
- Focus on adolescents' strengths & competencies
- Focus on building positive relationships with adolescents
- Individualized education & treatment plans
- Adults as counselors, teachers, & mentors
- Regular access to mental health professionals & services
- Incentives and disincentives used to help adolescents regulate their behavior

Initiatives and Implementation Strategies since 2000

- **Teacher Training**

National Training Curriculum for Educators of Youth in Confinement (40 hours)

Training and Support for Initially Licensed Teachers

Training in the Special Education Process

10 days of staff development per year

- **Written policies**

- **Students participated fully in the NC accountability program in 2001-02, along with monetary incentives for teachers for meeting accountability goals.**

Initiatives and Implementation Strategies since 2000

- **Use of technology by teachers (Classroll.com) and students (NovaNET, Plato)**
- **Use of technology for electronic class scheduling, education record keeping, production of a standardized transcript, and library cataloging.**
- **Successful application for federal grants related to re-entry, research based math instruction, and cognitive behavior intervention.**
- **Utilization of e-rate discounts (totaling over \$225,000 annually) to provide safe internet access in schools and to offset other budget needs.**

A Focus on Accountability

- **State end of grade and end of course test results are public information**
- **Opening of an Assessment and Treatment Planning Center in the fall of 2002 where each juvenile is administered the Woodcock-Johnson Tests of Achievement, in addition to hearing, vision, and speech assessments, school records review, medical, and psychological assessments.**

A Focus on Accountability

- **Spring of 2005: Recruitment of personnel who would administer the Woodcock Johnson within the last two weeks of a juvenile's confinement.**

- **Examples of personnel:**

Graduate students from nearby university

Public school teachers (test on Saturdays)

Retired employees

Retired public school teachers

A Focus on Accountability

- **Total personnel cost approximately \$50,000 annually (500 students released per year).**
- **Contracts are for one year. Pay is hourly (\$30.00 per hour)**
- **Monthly report submitted to Superintendent's office.**
- **Superintendent's clerical staff performs summary statistics.**

Sample Outcome Measures

- Percent of students being released who exhibit at least one month of achievement gain for each month of enrollment at a Youth Development Center by school:

Example: Basic reading 60%, Math Calculations 71%, Written Expression 81%

- Average length of stay compared to average gain by school:

Average length of stay = 9 months. Average gains: Broad Math 9 months, Reading comprehension 1 year, Written expression 2 years, 6 months.

Using pre-tests as indicators of need

- **Students who score below their current grade placement by two or more grade level equivalencies. (Approximately 40%)**
- **Average reading comprehension upon entrance is middle of fifth grade. Average student age is 15.5 (9th grade).**

Rationale/Strategies for implementation of pre- and post- testing

- **Vision (the right thing to do)**
- **Appeal to accountability as stewards of state dollars (cost/benefit)**
- **The need for data for state legislators and state budget officials**
- **Special education (federal and state mandates and vulnerability)**
- **Re-entry needs (relationships with public schools)**

Contact Information

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