

# 2022-2023

# Juvenile Justice Reform Act Implementation Commission

# Annual Report

---

**R.S. 17:10.9**  
**August 2024**

---

# Overview

---

As required by R.S. 17:10.9, the specialized Office of Juvenile Justice (OJJ) school report cards developed pursuant to R.S. 17:109(C) shall be assembled and calculated by the Louisiana Department of Education (LDOE) annually. With the results of the 2017-2018 school year, the report cards and performance scores shall be published annually on the websites of LDOE and OJJ. Additionally, LDOE and OJJ shall jointly prepare an annual written report on educational progress and quality in OJJ schools, a copy of which shall be made available on the websites of both agencies, and shall jointly appear before the Juvenile Justice Reform Act Implementation Commission to present the report.

## Updates for 2022-2023

---

Ms. Shenelle Deville (OJJ Director of Education) and the OJJ leadership team were present throughout much of the monitoring process. The OJJ team offered full cooperation with the monitoring team. Throughout the 2022-2023 school year, the OJJ district leadership team actively participated in initiatives designed to enhance alternative schools and programs. Specifically, Ms. Deville and the OJJ team consistently engaged in Alternative Education monthly calls (*Community of Practice*) designed to provide professional development centered on effective delivery of alternative school requirements as outlined in Louisiana [Bulletin 131](#). Additionally, the OJJ team adopted and embraced the Alternative Education site visit rubrics as a guide to improve school programming, as well as ensured leaders engaged in meaningful pre/post visit conferences designed to discuss strengths and opportunities centered on delivery of Bulletin 131 criteria.

Dr. Lynette Tannis continued to serve as the Louisiana Department of Education's (LDOE) special liaison with schools throughout the year, offering support in areas of instruction. She submitted monthly reports to the LDOE. Also, in 2022, the LDOE determined that the primary responsibility of coordinating and monitoring should be transitioned to the high school opportunities team under the leadership of Terran Perry, LDOE lead for Alternative Schools and Programs. Dr. Jennifer Baird continued to assist with collecting the data necessary for annual reports, while Patricia Newman with Assessment and Accountability Administration remained on the monitoring team through 2022-2023.

Trends in data show signs of success in OJJ schools. Nevertheless, there exist various opportunities for improvement. The LDOE recognizes that students and teachers must be provided with educational settings that are safe. A shortage of teaching and juvenile justice specialist staff sometimes limit the amount of time and quality of instruction that can be offered daily at OJJ sites.

# Collection of Data

The law requires that a recommendation of a student information system designed to collect and report all data for schools operated by OJJ be made by a mutual accountability team. Therefore, in 2017, the Mutual Accountability Team recommended that OJJ continue with the JCAMPUS system that was currently in use. This system provided by EdGear is the most commonly used collection system in Louisiana. The vendor provides collection processes for all major state reporting systems and can customize services for local use.

While OJJ has demonstrated progress in this area, discipline reporting continues to be cause for concern. In 2021-2022, sites began to collect discipline incidences. However, almost no discipline has been reported to the state's system for the 2022-2023 school year.

## Specialized OJJ Accountability Reporting

Since the specialized OJJ accountability reporting was created, the Board of Elementary and Secondary Education (BESE) approved an alternative school accountability system. The alternative school accountability model does not include annual status state assessment data, but focuses on progress made using state assessment data. The model also provides measures of Carnegie credit attainment, industry-based credential attainment, and HiSET and diploma attainment for grade 12 students. The alternative school model does not focus on graduation of the official 4-year adjusted cohort that is required by the United States Department of Education (ED). However, the cohort graduation rate must continue to be calculated for all alternative schools in the state, and it must be used to identify schools assigned to Comprehensive Intervention Required (CIR).

The table below describes how schools operated by the OJJ were measured in 2022-2023.

Alternative School Measure	Description of Measure
Progress index measures growth on LEAP 2025 in English language arts and mathematics.	The progress measure compares scale scores from English language arts and mathematics from year to year, as well as VAM measures for students who do not meet their growth target.
Number of students in grade 11 and 12 who exit with a high school diploma in the current year.	This measure is part of the credential attainment index, which awards points based on the final exit status of students in grade 12 (graduated, HiSET, credentials, non-graduate). Not based on official cohort membership.
Number of students in grade 12 who earn a HiSET in the current year.	This measure is part of the credential attainment index (see above).

<p>Number of students in grade 12 who earn a Jump Start credential.</p>	<p>This measure is part of the credential attainment index (see above).</p>
<p>DCAI: This index measures the number of credits earned by a student in the year following enrollment in OJJ sites. The index awards points based on credits earned. Core Academic Credit Index: This index measures the number of credits earned in the current year while enrolled in an OJJ site for English, mathematics, science, and social studies.</p>	<p>Both of these indices award points based on a scale. The school can earn maximum points for students earning 3 or more credits per semester but can earn less points for students who earn as few as .5 credits per semester.</p>
<p>The alternative school accountability model provides measures for all subgroups that meet the minimum number of students requirement for reporting (at least 10 students).</p>	<p>Subgroups must have at least 10 students to be publically reported and included for Urgent Intervention Required (UIR). Eligible subgroups receive subgroup performance scores and letter grade equivalents based on the same calculations used for a school performance score and letter grade.</p>

In 2021-2022, state, district, and school accountability was fully restored and accountability determinations were expected by ED. Three sites operated by OJJ qualified as accountable schools, and they received school performance scores, letter grades, and assignment to interventions based on an alternative school accountability model, along with a regular cohort graduation rate required by ED. The 2022-2023 results for each of the three schools are included in tables provided in [Appendix A](#).

# Comprehensive Intervention Required (CIR)

---

In the spring of 2022, the definition of the Comprehensive Intervention Required (CIR) label for schools expanded to include schools with multiple years of subgroup failure. See below for all criteria used in 2022. Schools continued to be identified for CIR if they had an overall academic performance represented by a letter grade of “D” or “F” for three years and/or a graduation rate of less than 67% in the most recent year. Schools that earned the UIR for three consecutive years for the same subgroup for either academic performance (subgroup letter grade of F) or for discipline were also assigned to CIR. The following OJJ Schools were assigned to Comprehensive Intervention Required as a result of 2022-2023 performance data:

- Southside Alternative High School (Monroe and Pinehill locations);
- Riverside Alternative High School (Bridge City location).

The LDOE requires that CIR schools:

- Implement high-quality curriculum in all grade levels;
- Offer high-quality PD for all teachers on the selected curriculum;
- Administer high-quality assessments;
- Partner with a Teacher Preparation Provider to address the schools’ greatest needs (exempt for OJJ);
- Increase school-based capacity through Content Leader participation;
- Partner with a student planning partner for the transition to college and/or professional career; and
- Attend school support institutes.

OJJ submitted its plan for 2021-2022 to the LDOE, which was both approved and funded. OJJ selected the following curricula:

- ELA Guidebooks for grades 9-12;
- Illustrative Math for grades 6-8; and
- Imagine Learning Math for high school.

OJJ selected the following curriculum vendors:

- LearnZillion for ELA grades 6-8;
- Odysseyware for selected subjects in grades 6-8 and for Biology.

# Graduation and Credit Attainment Data

---

As with all academic years, the cohort graduation data included in this SPS were from the 2020-2021 cohort, and the data were certified by school systems in the spring of 2022. However, as with graduation requirements in 2021, schools received a waiver of the assessment requirements for graduation that allowed students who did not pass one of two subject tests from three required assessment pairs to substitute ACT/WorkKeys score or 20 additional hours of remediation. This waiver increased the graduation measures for most sites across the state, and comparisons for these measures with years for which there is no graduation waiver should be made with caution. Three tables are provided in [Appendix B](#):

1. OJJ Dropout/Credit Accumulation Index;
2. OJJ Credential Attainment Index; and
3. OJJ 4-Year Adjusted Cohort Graduation Results (this rate is not used in alternative school accountability, but must continue to be used for ED reporting).

## Support and Monitoring Plan

---

The LDOE coordinates annual monitoring of OJJ school sites using a cross-department team. Representatives from assessment and accountability, high school opportunities, and school improvement have consistently participated in monitoring.

Planned support does not depend on a single annual onsite visit. The LDOE provides continuous support of OJJ sites leading up to monitoring as outlined in items 1 through 4 below:

1. Appointment of an OJJ Special Advisor

The LDOE is required by [R.S. 17:10.9](#) to designate a program manager for juvenile justice education to supervise all monitoring, oversight, support, and intervention in the OJJ schools and to ensure compliance with applicable federal requirements. BESE approved the policy for the assignment of a special advisor to assist the LDOE with direct support to OJJ, working with district leadership, school principals, and school staff. The LDOE contracted the services of Dr. Lynette Tannis, one of the original members of the Mutual Accountability Team, representing the Juvenile Justice Reform Act Implementation Commission. In addition to the background knowledge that Dr. Tannis possessed as part of this team, she has myriad education experiences including school principal, literacy coordinator, and global education consultant. She earned her doctorate from Harvard University.

Dr. Tannis provides frequent support to the schools, offers professional development, meets with principals and OJJ leadership, including former Deputy Secretary William Sommers in 2022-2023, and helps to identify any immediate concerns that should be addressed by the LDOE. She provides a monthly report to the LDOE that describes activities and supports.

Dr. Tannis was especially concerned about the conditions for students at a new facility in West Feliciana and continued to have serious concerns about the operation of Central Southwest in Bunkie. Professional development provided by Dr. Tannis continued to appear well-received by the teaching staff. While teachers are most commonly praised by students for providing special attention to them and demonstrating that they care about the students, teachers often do not feel supported by the OJJ system in general.

## 2. Special Education Services

Katherine Granier was appointed as interim superintendent during the 2022-2023 school year. Special school programs continued to support the development and updating of IEPs for students who qualify with the support of OJJ team member, Jessica White.

## 3. Assessment and Accountability Support

While much of the assessment data used in accountability comes directly from vendors, the other measures such as enrollment, course credits, and credential attainment are dependent on accurate and timely reporting from school systems. Throughout the year, LDOE's Office of Assessment, Accountability, and Analytics provides the schools with opportunities to review data prior to use in regular or specialized reporting. During these pre-scheduled periods, schools have the opportunity to make changes directly to systems or request some changes that can no longer be made to closed reporting periods. The LDOE provides notes and suggestions through the Louisiana data review secure web-based platform during these reviews.

OJJ has worked diligently to identify personnel to be responsible for reporting and collections. Through the many efforts made by the OJJ leadership team, the LDOE has seen improvement in the reporting of data for high school student transcripts. The LDOE will continue to work with OJJ staff to maximize their use of JCAMPUS to improve state reporting.

# Annual End-of-Year Site Monitoring

---

In 2022-2023, the LDOE monitored the OJJ schools during the school year for its sixth consecutive year, per state law and BESE policy. The on-site visits occurred from May 1, 2023, through May 5, 2023. A focus for the schools was determined to be the implementation of alternative education site eligibility criteria as outlined in Louisiana Bulletin 131. A summary of the results of the monitoring visits is outlined below.

OJJ sites are consistent regarding the following:

- **Transitional Support and Planning**
  - provides a transition process that is consistent and includes a checklist for records produced by sending school
- **Identified Academic Interventions and Graduation Pathways**
  - utilizes standards-aligned curriculum
  - implements extended-day (tutoring) programs to aid student progress and academic achievement
  - offers students access to post-secondary education pathways
- **Identified Behavioral Interventions**
  - provides lists of evidence-based interventions
  - provides evidence of behavior tracking
- **Counseling and Mental Health Supports**
  - provides students with academic counseling
  - allows opportunities for Juvenile Justice Specialists (JJS) to build positive working relationships with youth



## Recommendations for Improvement

The monitoring reports include recommendations for improving instruction and processes at OJJ schools. The following table summarizes the most critical recommendations identified by the LDOE based on the 2022-2023 academic year and monitoring cycle.

Recommendation	OJJ Response to Recommendation
<p><b>Transitional Support and Planning</b></p> <ul style="list-style-type: none"> <li>• There exists an opportunity to develop a plan for students returning to sending school including, but not limited to, bridge supports such as mentoring and counseling to assist students in readjusting to a traditional school setting.</li> <li>• There exists an opportunity to engage parents and legal custodians beyond parent/legal custodian-teacher meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Through the utilization of school counselors, JAG specialists, and probation and parole officers, OJJ provides wrap-around services to aid students with community and school reintegration.</li> <li>• OJJ is collaborating with the Special School District to explore transition services needed for our students with exceptionalities. At the same time, building a system to reintroduce a system of transition coordination for all youth; an identified process and position that was discontinued prior to 2020.</li> <li>• Work with student case managers for a forecasted timeframe of when the youth is set to transition back to the “sending school”, we can begin corresponding with that school 30-60 days before release to ensure that they are aware of the progress the youth has made and can make adjustments for transitioning the youth back into their classroom at the point in their studies that they left off in our district.</li> <li>• OJJ has made commitments to build upon its family engagement efforts. Through the efforts of a family engagement liaison and planning team, many schools implemented additional undertakings to involve families within the school communities. These efforts included school climate surveys, parent-teacher conferences, showcases of student work, and the addition of school personnel to parent visitation sessions.</li> <li>• OJJ has a family engagement plan that includes monthly activities with parents/youth regarding their education and also social activities to enhance relationships.</li> </ul>

<p><b>Identified Academic Interventions and Graduation Pathways</b></p> <ul style="list-style-type: none"> <li>• There exists an opportunity to incorporate intentional structures to help ensure instructional content is presented comparably to instructional delivery at the sending school in the school system.</li> <li>• Although extenuating circumstances limit access to post-secondary education pathways comparable to existing options within traditional school systems, there exists an opportunity to document circumstances and develop a plan of action to make such pathways accessible in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• OJJ is redefining instructional processes across the district to increase consistency in instructional delivery, monitoring, and feedback. To aid with this effort, content leaders and mentors have been identified and trained to coach teachers and facilitate school-based professional development.</li> <li>• OJJ is assessing various factors and data to identify holes in the post-secondary process. Such factors include communication practices and collaborative actions with post-secondary stakeholders.</li> <li>• OJJ will present needs to governing bodies in order to collaboratively formulate a possible solution and/or to create better pathways specifically for our youth.</li> </ul>
<p><b>Identified Behavioral Interventions</b></p> <ul style="list-style-type: none"> <li>• There exists an opportunity to incorporate fidelity measures to help evaluate the efficacy of the selected behavioral intervention and assess interventions needing improvement.</li> <li>• There exists an opportunity to ensure root cause(s) of the behavioral misconduct is addressed while a student is educated at the alternative education school or program site, utilizing evidence-based interventions and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• OJJ school-level leadership walkthrough data, progress monitoring, and weekly and monthly collaborations have been put in place to address the fidelity of the selected behavioral intervention.</li> <li>• OJJ has invested in the web-based application, <i>Insights to Behavior</i> to ensure teachers engage in the adequate completion of functional behavioral assessments and the selection of evidence-based interventions and strategies. Additional professional development will be assigned to staff to participate as a campus and individually through online platforms.</li> </ul>
<p><b>Staff Professional Development</b></p> <p>There exists a need to emphasize quality implementation of evidence-based and best practices and to establish performance evaluations aimed at improving program and student outcomes.</p>	<ul style="list-style-type: none"> <li>• OJJ develops a yearly professional development plan that targets academic and behavioral needs of its students and also participates in the LDOE Alternative Education Community of Practice and the School Support Institute.</li> <li>• Content leaders went through LDOE-approved training for Content Leaders during the 2023-2024 school year. Districtwide collaboration between Content Leaders and School Level Professional Learning Communities addressed the implementation of evidence-based and best practices to improve student outcomes. It included engaging staff and students in assessment data aligned to state standards.</li> <li>• The annual PD plan also involves state-approved vendors providing training, feedback, and support throughout the year.</li> </ul>

<p><b>Counseling and Mental Health Supports</b></p> <p>There exists an opportunity to provide students with consistent behavior, academic, and well-being support to address underlying causes of student behavioral misconduct.</p>	<p>In addition to the wrap-around and targeted counseling services provided to students at each site, OJJ has committed to addressing the well-being of its students. Through the use of a screener and curriculum, students are able to address and engage in positive decision-making that holistically impacts their being.</p>
<p><b>Annual Climate Survey</b></p> <p>There exists an opportunity to share results of annual climate surveys with teachers, staff, administration, parents, and students no later than March 15th of each academic year.</p>	<p>As a part of district-wide improvement efforts, the annual climate survey was conducted in April for 2023 and 2024. Going forward, it will be conducted in January and shared with stakeholders at the end of the third reporting period beginning 2024-2024 SY to allow for recommendations and initial solution efforts.</p>
<p><b>St. Martinville/Central Southwest</b></p> <p>Site(s) continues to remain in Provisional Status due to ineffective delivery of the following AE eligibility criteria as per Bulletin 131:</p> <ul style="list-style-type: none"> <li>● §1101. Climate and Culture</li> <li>● §701. Annual Professional Development Plan</li> </ul>	<p>OJJ has refined instructional climate and culture systems by addressing facility safety measures and repairs needed to provide a conducive learning environment. The professional development plan includes priority needs areas (building positive relationships and student engagement) applicable district-wide and is monitored for participation and implementation. Targeted professional development regarding leadership supervision and support along with staff expectations have been reintroduced.</p>

---

For additional information, please contact [terran.perry@la.gov](mailto:terran.perry@la.gov).

## Appendix A: Alternative School Accountability Results for OJJ

- [Individual school report cards](#)
- [Assessment results](#)
- [School Performance Scores](#)

Central Southwest Alternative School (Bunkie and St. Martinville locations)		
SPS/ Index	2022-2023 Result	Data Source(s)
Overall SPS	49.6	Based on progress index (25%), DCAI (25%), Core Academic Credit (25%), Credential Attainment (20%), Interests and Opportunities (5%).
Overall Letter Grade	F	Assigned based on SPS ranges.
Progress	F/ Index not reportable; less than 10 students	Progress from 2022 LEAP to 2023 LEAP English language arts and mathematics scale scores.
Interests and Opportunities	K8 Grades: 93.8 HS Grades: >145	In 2022-2023, high schools were required to complete a survey that described course offerings (100% of points.) K8 index was based on survey (50%) and course enrollment (50%).
Academic Core Attainment	F/ 24.8	Subjects posted to the transcript for English, mathematics, science, and social studies.
Dropout/ Credit Attainment	B/ 76.9	Credits posted to transcript for 2022-2023 at any high school after attending OJJ school in 2021-2022.
Credential Attainment	N/R	Last exit category for grade 12 students (based on enrollment for 2022-2023 and not aligned to official cohort graduation membership).
Graduation Rate (not used in alternative school formula but required as part of federal reporting for intervention determinations)	N/R- Less than 10 Students	Based on official cohort graduation membership.
Comprehensive Intervention Required Status	YES	Letter grade of D or F for three years and/or graduation rate less than 67%. Requires two years of letter grade of C or higher to exit CIR or graduation rate greater than 67% in the current year.
Urgent Intervention Required (UIR) Status <ul style="list-style-type: none"> <li>• UIR Academic– Assigned for two or more years of subgroup failure</li> <li>• UIR Discipline– Assigned for two or more years of excessive suspensions</li> </ul>	YES <ul style="list-style-type: none"> <li>• UIR Required: Economically disadvantaged</li> <li>• UIR Needed: Black</li> </ul>	The <i>UIR Needed</i> label is assigned to a school that has one year of failure in at least one subgroup. The <i>UIR Required</i> label is assigned to a school that has two or more years of failure in at least one subgroup.

Riverside Alternative School (Bridge City location)		
SPS/Index	2022-2023	Data Source(s)
Overall SPS	85.1	Based on progress index (25%), DCAI (25%), Core Academic Credit (25%), Credential Attainment (20%), Interests and Opportunities (5%).
Overall Letter Grade	B	Assigned based on SPS ranges.
Progress	C	Progress from 2022 LEAP to 2023 LEAP English language arts and mathematics scale scores.
Interests and Opportunities	112.5	In 2022-2023, high schools were required to complete a survey that described course offerings (100% of points.) K8 index was based on survey (50%) and course enrollment (50%).
Academic Core Attainment	D/ 58.5	Subjects posted to the transcript for English, mathematics, science, and social studies.
Dropout/ Credit Attainment	120	Credits posted to transcript for 2022-2023 at any high school after attending OJJ school in 2021-2022.
Credential Attainment	N/R (Less than 10)	Last exit category for grade 12 students (based on enrollment for 2022-2023 and not aligned to official cohort graduation membership).
Graduation Rate (not used in alternative school formula but required as part of federal reporting for intervention determinations)	9.1%	Based on official cohort graduation membership.
Comprehensive Intervention Required Status	YES (Graduation Rate)	Letter grade of D or F for three years and/or graduation rate less than 67%; Requires two years of letter grade of C or higher to exit CIR or graduation rate greater than 67% in current year.
Urgent Intervention Required (UIR) Status <ul style="list-style-type: none"> <li>UIR Academic– Assigned for two or more years of subgroup failure</li> <li>UIR Discipline– Assigned for two or more years of excessive suspensions</li> </ul>	YES:  UIR Needed: Economically disadvantaged	The <i>UIR Needed</i> label is assigned to a school that has one year of failure in at least one subgroup.

Southside Alternative School (Monroe and Pinehill locations)		
SPS/Index	2022-2023	Data Source(s)
Overall SPS	70	Based on progress index (25%), DCAI (25%), Core Academic Credit (25%), Credential Attainment (20%), Interests and Opportunities (5%).
Overall Letter Grade	C	Assigned based on SPS ranges.
Progress	C	Progress from 2022 LEAP to 2023 LEAP English language arts and mathematics scale scores.
Interests and Opportunities	A	In 2022-2023, high schools were required to complete a survey that described course offerings (100% of points.) K8 index was based on survey (50%) and course enrollment (50%).
Academic Core Attainment	51.2	Subjects posted to the transcript for English, mathematics, science, and social studies.
Dropout/ Credit Attainment	91.9	Credits posted to transcript for 2022-2023 at any high school after attending OJJ school in 2021-2022.
Credential Attainment	N/R	Last exit category for grade 12 students (based on enrollment for 2022-2023 and not aligned to official cohort graduation membership).
Graduation Rate (not used in alternative school formula but required as part of federal reporting for intervention determinations)	<5%	Based on official cohort graduation membership.
Comprehensive Intervention Required Status	YES	Letter grade of D or F for three years and/or graduation rate less than 67%; Requires two years of letter grade of C or higher to exit CIR or graduation rate greater than 67% in current year.
Urgent Intervention Required (UIR) Status <ul style="list-style-type: none"> <li>UIR Academic– Assigned for two or more years of subgroup failure</li> <li>UIR Discipline– Assigned for two or more years of excessive suspensions</li> </ul>	YES <ul style="list-style-type: none"> <li>UIR Needed:: Economically disadvantaged</li> <li>UIR Needed: Black</li> </ul>	The <i>UIR Needed</i> label is assigned to a school that has one year of failure in at least one subgroup.

## Appendix B: Data from Credential Attainment and Cohort Graduation Data

Note: The subgroups are reported if membership is 10 or more students.

### OJJ Dropout/Credit Accumulation Index Tables

Site Name	2022-2023 All Students			2022-2023 Special Education		
	Total Students Included	Total Students Earning 2.5 or More Credits	Percentage of Students Earning 2.5 or More Credits	Total Students Included	Total Students Earning 2.5 or More Credits	Percentage of Students Earning 2.5 or More Credits
Riverside Alternative School	47	10	21%	17	4	24%
Southside Alternative School	156	30	19%	53	13	25%
Central Southwest Alternative School	75	8	11%	17	<5	<5%

## OJJ Credential Attainment Index Tables

2022-2023 High School Earned Diploma or HiSET-ALL Students (Not based on Official Graduation Cohort)						
Site Name	Total Students in Index	Percent Diploma	Percent HiSET	Percent Nongrad without HiSET	Percent Statewide or Advanced Credentials	Percent Regional or Complementary Credentials
Riverside Alternative School	11	9%	18%	<80%	<5%	<55%
Southside Alternative School	33	>3%	<6%	<94%	<5%	>75%
Central Southwest Alternative School	21	5%	<5%	>95%	<5%	<55%



## Appendix C: 2022-2023 Onsite Monitoring Report

During the weeks of March 18 and April 2, an LDOE monitoring team conducted an annual monitoring visit at six (6) sites operated by the Office of Juvenile Justice. The team included the following members:

- Dr. Lynette Tannis: LDOE Special Advisor to the Office of Juvenile Justice
- Terran Perry: Education Consultant for Alternative Schools and Programs
- Patricia Newman: Education Consultant, Office of Assessment, Accountability and Analytics

The schedule for the visits is provided below.

Date	Time	OJJ Site	Location
May 1, 2023	9:15 a.m.	Riverside Alternative School	Bridge City, Louisiana
May 2, 2023	8:00 a.m.	Southside Alternative School	Columbia, Louisiana
May 2, 2023	11:30 a.m.	Pinehill (satellite for Southside Alternative)	Monroe, Louisiana
May 4, 2023	9:15 a.m.	West Feliciana (satellite for Riverside Alternative)	Angola, Louisiana
May 5, 2023	9:15 a.m.	St. Martinville (satellite for Central Southwest Alternative)	St. Martinville, Louisiana
May 5, 2023	11:50 a.m.	Central Southwest Alternative School	Bunkie, Louisiana

## General Observations:

1. The facilities all had intake procedures to assure that the safety of students was not compromised by the team's visit.
2. Schools welcomed the monitoring team. The team was permitted to observe the premises and classes at all sites.
3. School leaders assisted with arrangements for conducting teacher, student, staff, and facility manager focus groups and interviews.
4. Teachers and staff were willing to share information in the focus groups.
5. Most students in focus groups were cordial and cooperative.

## OJJ Accomplishments

- Student achievement improvements
  - School Performance Score (SPS) increased in All OJJ Schools
  - Riverside Alternative High School increased in SPS from 69.5 C to 85.1 B
  - Central Southwest Alternative High School increased in SPS from 58.8 D to 70 C
  - Southside Alternative High School increased in SPS from 47.1 F to 49.6 F
  - All OJJ Schools earned letter grades of A or B for the Dropout Credit Accumulation school performance indicator as per the Louisiana School Accountability Framework
  - 34 percent Graduation increase (33 students)
  - Increase in students earning OSHA Certifications
- Caring staff
  - Teachers continue to express a strong commitment to the importance of education at OJJ sites.
  - Students continue to communicate that teachers are committed to supporting student academic achievement.
  - Students continue to express gratitude for teacher support.
- Afterschool Tutoring Program
  - Targeted student tutoring/support provided by OJJ teachers
  - Increased student engagement

## OJJ Monitoring Concerns

- Lack of adequate instructional staff
- More teachers to provide academic support
- Inconsistent school attendance and classroom participation
- Students of multiple age groups/ grade levels in the same classes
- Limited vocational opportunities
- Insufficient programming for graduates/completers
- Safety (student and adult)
- Limited Incentives for students

## Recommendations

- **§901. Curriculum and Instruction**
  - recruit/ hire more instructional staff, especially in core content areas and special needs, to aid student academic growth;
  - maximize the use of technology to support teachers with ensuring students have access to standards-aligned curriculum comparable to curriculum utilized at sending school;
  - group students in classes according to grade level/ age/ content area in efforts to support the delivery of targeted instructional methods designed to aid student progress
- **§903. Access to Post-Secondary Education Pathways**
  - offer students access to post-secondary education pathways that are comparable to existing options within traditional school settings
- **§1101. Climate and Culture**
  - recruit/ hire more Juvenile Justice staff
- **§501. Safety and Counseling**
  - provide clear expectations for learning and student conduct using a multi-tier system of support (MTSS) framework that includes the use of any evidence-based behavioral intervention including, but not limited to positive behavior interventions and supports
- **§301. Transition Processes**
  - recruit/ hire full-time guidance counselor(s)
  - outline a timeframe for updating IEPs for students with disabilities and individual accommodation/section 504 plans (IAP)
  - provide a plan for students returning to the sending school including, but not limited to, bridge supports such as mentoring or counseling, to assist students in readjusting to a traditional school setting

---

**Monitoring Forms Used to Collect Data**

**ACT 500 OJJ-LDE Monitoring  
Student Focus Groups**

**Site:**

**Date:**

**Interviewers:**

**# of students:**

**Age range:**

**Race/Ethnicity:**

**IEPs:**

**Questions**

**1. How long have you been at this school/facility?**

**2. What is one word you would use to describe the school at this facility? Why?**

**3. How is this school different or similar to other schools you've attended – (either back home or within other juvenile justice facilities)?**

**4. Do you believe education is a priority for the youth here? What makes you believe that it is/is not a priority?**

**5. Do you believe you have good working relationships with your teachers? With the facility/program staff? What makes you believe that you do/don't?**

**6.**

- **Are there times when you haven't been able to go to school or attend classes? Why?**
- **Have you ever refused to go to class? Why?**
- **Are there times when other students refused to go to class? Do you know why they refused?**
- **Do you still have some type of an educational program when you don't go to school or class? If yes, please share some examples.**

**7. Are you able to earn credits here? What are your grades like? How do you know?**

**8. What types of technology are you able to use in this school?**

**9. What are your plans once you leave this facility? Do you believe you are being prepared to be successful for when you transition from this facility? Please explain.**

**10. Is there anything else you wish to share with us?**

---

**ACT 500 OJJ-LDE Monitoring**

**Teacher Focus Groups**

**Site:**

**Date:**

**Interviewers:**

**# of teachers:**

**Questions**

**1. Please share your title and how long you have been at this school/facility.**

**2. Do you believe education is a priority for the youth here? What makes you believe that it is/is not a priority? How has COVID positively and/or negatively impacted your school's education programming?**

**3. During this school year, while you were teaching, were there any instances that occurred during your classroom instruction that required you to write up an Unusual Occurrence Report? If so, what were some of the unusual occurrences?**

**4. What opportunities, if any, exist for teachers here to build positive working relationships with their students?**

**5. What words would you use to describe the relationship between the students and the facility staff?**

**6. How would you describe the relationship between the educators and the JJSs?**

**7. a. Do all students participate in the educational programs? Why/why not?**

**b. During the 2020-2021 school year, did you have any students who did not show up for class? If yes, what were the reasons given for students' absences?**

**8. What types of student data are collected? What, if anything, is done with the student data?**

**9. What, if any, behavior support, positive interventions, and/or behavior management systems are in place for the youth here?**

**10. In what ways, if any, does this facility prepare students for a successful transition back to their community, school...?**

**11. As a teacher at this school, please share a significant educational challenge and/or celebration you have encountered this school year.**

**12. Is there anything else you wish to share with us?**



**ACT 500 OJJ-LDE Monitoring  
Classroom Observations**

**Site:**

**Date:**

**Observer:**

**Time:**

**Class/Subject:**

**# of students:**

**# of instructional staff:**

**# of non-instructional staff:**

*Classroom Environment*

<b>Focus</b>	<b>Evident</b>	<b>Evidence/Notes</b>
The classroom is clean and inviting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Appropriate and useful teaching charts, classroom expectations, word walls, etc. for students' reference are posted.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Routines are evident.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The relationship between teacher and students appears to be respectful and positive.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
There is minimal interruption in the classroom.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
If an interruption occurs, the teacher and/or Juvenile Justice Specialist (JJS) addresses it quickly and is able to re-establish an orderly environment and resume lesson objectives.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

*Classroom Instruction*

Focus	Evident	Evidence/Notes
Teacher asks a variety of questions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Students contribute to the lesson by asking questions, eliciting responses.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
All students are on task and engaged in class discussions and/or work assigned to them. *If all students are not on task please note the number of students who are on task and the total number of students in the classroom.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Students may have some choice in how they complete tasks and may serve as resources for one another.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Technology is utilized as part of the lesson.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Student work is appropriate for the grade level and reflects curriculum aligned to Louisiana standards.		

Additional Notes:

---



---

## ACT 500 OJJ-LDE Monitoring

### OJJ Facility Administrator

Site:

Date:

Interviewers:

#### Questions

1. Please share your title and how long you have been working at this facility.
2. Do you believe education is a priority for the youth here? What makes you believe that it is/is not a priority? How has COVID positively and/or negatively impacted your school's education programming?
3. During this school year, were there any instances that occurred within the school setting and during the school day that required an Unusual Occurrence Report? If so, what were some of the unusual occurrences?
4. What opportunities, if any, exist for the JJS' to build positive working relationships with the youth here?
5. What words would you use to describe the relationship between the students and the educators?
6. How would you describe the relationship between the educators and the JJSs?
7. Do all students participate in the educational programs? Why/why not?b.During the 2021-2022 school year, were there any students who did not show up for class? If yes, what were the reasons given for students' absences?
8. What, if any, behavior support, positive interventions, and/or behavior management systems are in place for the youth here?
9. In what ways, if any, does this facility prepare the youth for a successful transition back to their community, school...?
10. Please share a significant challenge and/or celebration you encountered during your time here.
11. Is there anything else you wish to share with us?