

2023-2024

Juvenile Justice Reform Act Implementation Commission

Annual Report

R.S. 17:10.9

August 2025

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. Beginning 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 2023-2024

Ms. Shenelle Deville, the 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 2023-2024 school year, the OJJ district leadership team, as well as site-based leadership, actively participated in initiatives designed to enhance alternative schools and programs. Specifically, OJJ site-based leaders, as well as district leadership, consistently engaged in monthly alternative education calls designed to provide professional development centered on the effective delivery of alternative school requirements as outlined in Louisiana [*Bulletin 131*](#) - *Alternative Education Schools/Programs Standards (Bulletin 131)*. Additionally, the OJJ team adopted and embraced the Alternative Education site visit rubrics as a guide to improve school programming and ensured that leaders engaged in meaningful pre- and post-visit conferences designed to discuss strengths and opportunities centered on the delivery of *Bulletin 131* criteria.

Mr. Kenneth Loftin was appointed to serve as the new Deputy Secretary for OJJ. Deputy Secretary Loftin's vision includes providing more hands-on learning opportunities for students in OJJ schools, as well as offering additional career and technical training to better prepare students for the workforce. Deputy Secretary Loftin has been actively engaged in collaborative meetings with the LDOE and OJJ Special Advisor surrounding the enhancement of OJJ schools.

Data trends continue to show signs of success in OJJ schools. All OJJ schools increased overall school performance scores for two consecutive years. Community partnerships have been established to enable students to take advantage of dual enrollment opportunities and earn career pathway credentials. Nevertheless, challenges continue to exist. Notably, a shortage of teaching and juvenile justice specialist staff continues to limit the amount of time and quality of instruction that can be offered daily at OJJ sites.

Collection of Data

Statute requires a recommendation of a student information system designed to collect and report all data for schools operated by OJJ to 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 remains a cause for concern. Consistent posting of discipline data is simply not occurring in all OJJ schools. The matter has been a consistent topic during annual site monitoring preconference meetings held with OJJ leadership. The LDOE and Special Advisor will continue to support OJJ to improve in this area.

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; instead, it 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 the graduation of the official 4-year adjusted cohort, as 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 the Comprehensive Intervention Required (CIR) label.

The table below describes how schools operated by the OJJ were measured in 2023-2024.

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 grades 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.

Alternative School Measure	Description of Measure
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).
Number of students in grade 12 who earn a Jump Start credential.	This measure is part of the credential attainment index (see above).
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.	Both of these indices award points based on a scale. The school can earn maximum points for students earning three or more credits per semester, but can earn less points for students who earn as few as .5 credits per semester.
The alternative school accountability model provides measures for all subgroups that meet the minimum number of students requirement for reporting (at least 10 students).	Subgroups must have at least 10 students to be publicly 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.

Four sites operated by OJJ qualified as accountable schools and 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 the ED. The 2023-2024 results for each of the four schools are included in the tables provided in [Appendix A](#).

Comprehensive Intervention Required (CIR)

A school was identified for Comprehensive Intervention Required (CIR) if the school maintained 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 status for three consecutive years for the same subgroup were also assigned to CIR. The following OJJ Schools were assigned to Comprehensive Intervention Required as a result of 2023-2024 performance data:

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

Graduation and Credit Attainment Data

As with all academic years, the cohort graduation data included in this SPS were from the 2022-2023 cohort, and the data were certified by school systems in the spring of 2024. 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, career and college readiness, 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.

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 possesses as part of this team, she has myriad educational 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, and meets with principals and OJJ leadership to help identify any immediate concerns that the LDOE should address. She provides a monthly report to the LDOE that describes activities and supports.

Professional development provided by Dr. Tannis continued to be well-received by the teaching staff.

Special Education Services

Dr. David Martin serves as superintendent of the Louisiana Special School District. 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.

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 2023-2024, the LDOE monitored the OJJ schools during the school year for its seventh consecutive year, per state law and BESE policy. The on-site visits occurred from March 18 through April 3, 2024. A focus for the schools was determined to be the implementation of alternative education site eligibility criteria as outlined in *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**
 - incorporates a transition process that is consistent and includes a checklist for records produced by the sending school
- **Identified Academic Interventions and Graduation Pathways**
 - uses standards-aligned curriculum
 - utilizes targeted instructional methods to aid student progress and academic achievement
 - offers access to post-secondary education pathways
- **Identified Behavioral Interventions**
 - provides a list of evidence-based interventions
 - provides evidence of behavior tracking
- **Counseling and Mental Health Supports**
 - provides students with academic counseling
- **Staff Professional Development**
 - provides consistent staff development training

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 2023-2024 academic year and monitoring cycle.

Recommendation	OJJ Response to Recommendation
<p>Curriculum and Instruction</p> <ul style="list-style-type: none">• There exists an opportunity to recruit/ hire more instructional staff, especially in core content areas and special needs, to aid student academic growth.• There exists an opportunity to maximize the use of technology in such a way that better supports teachers with ensuring students have access to standards-aligned curriculum comparable to the curriculum utilized at the sending school.• There exists an opportunity to 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.• There exists an opportunity to incorporate more hands-on learning opportunities to support student academic achievement.	<p>Curriculum and Instruction</p> <ul style="list-style-type: none">• OJJ maintains continuous postings for credentialed instructional staff throughout the year, even when no immediate vacancies exist, due to the high number of uncertified teachers at certain campuses. In response, OJJ has implemented targeted support systems, including Teacher Mentors and Content Leaders, to assist uncertified staff. These mentors provide guidance on effective pedagogy and help educators identify alternative teacher preparation programs. Additionally, OJJ has preserved and increased tuition reimbursement funds, now offering \$700 per online course and \$500 per in-person course, to incentivize and support certification attainment among instructional personnel.• Districtwide, OJJ has adopted a blended learning classroom model that allows teachers to address common student deficits through whole-group instruction while also incorporating technology to provide access to a standards-aligned curriculum comparable to that used in schools across the state.• OJJ utilizes Tier 1 curriculum programs in accordance with state mandates and grant funding guidance to ensure instructional alignment. Each classroom is equipped with smart boards to support digital instructional delivery, and all youth are assigned individual Chromebooks with login credentials to access their courses and monitor academic progress. These tools allow educators to deliver a standards-aligned curriculum that mirrors what students would receive in traditional public schools, while also allowing for individualized pacing and support.

Recommendation	OJJ Response to Recommendation
	<ul style="list-style-type: none"> • OJJ has initiated efforts to restructure classroom assignments based on grade level and academic course schedules, beginning with one campus as a pilot site. This restructuring aims to reduce the instructional challenges posed by current dorm-based school schedules, which often result in heterogeneous classes containing multiple content areas (e.g., Geometry, Algebra I, and Financial Math within a single period). As these changes are implemented, the goal is to enable more focused and effective delivery of targeted instructional methods that address each student's academic level and learning needs. Where possible, OJJ has implemented grade-clustered student groupings in selected schools to support more targeted and developmentally appropriate instructional methods. By organizing students into grade-level clusters, teachers can better tailor lessons to the academic needs, cognitive levels, and learning styles of each group. This structure enables more focused instruction, promotes peer collaboration among students with similar academic experiences, and helps teachers more effectively monitor and support individual student progress. • OJJ integrates hands-on learning through all its vocational programming, offering youth experiential opportunities in career and technical education pathways. To further expand access to hands-on instructional methods in core academic areas, OJJ is exploring alternative solutions such as virtual reality learning environments and the implementation of STAR Academy. These initiatives are designed to promote engagement, deepen content understanding, and provide real-world application of academic skills in a safe and controlled setting. • OJJ provided training through a third-party vendor to better prepare teachers in implementing project-based learning (PBL) strategies. The professional development equipped educators with tools to design engaging, real-world learning experiences that promote critical thinking, collaboration, and problem-solving. As a result of this training, students participated in enriching, hands-on activities that resulted in displays of their learning in events such as science fairs, art

Recommendation	OJJ Response to Recommendation
	<p>galleries, and career days. These events not only showcased student learning and creativity but also helped connect academic concepts to practical, real-life applications that deepened understanding and increased student motivation and engagement.</p>
<p>Human Capital</p> <ul style="list-style-type: none"> • There exists a need to recruit/ hire more Juvenile Justice Staff. • There exists a need to ensure all staff understand specific roles, responsibilities, and expectations in classroom settings in efforts to enhance the learning environment for students. 	<p>Human Capital</p> <ul style="list-style-type: none"> • OJJ continues to face challenges in filling Juvenile Justice Specialist (JJS) positions and recognizes the critical role these staff play in maintaining safety and supporting the educational environment. In response, OJJ has participated in multiple recruitment events and job fairs across the state, with ongoing outreach to increase visibility and interest in the field. OJJ maintains a recurring job posting on the Louisiana Civil Service website and actively utilizes radio media to promote available positions. These efforts are part of a continuous recruitment strategy aimed at attracting qualified candidates and filling critical Juvenile Justice Specialist (JJS) vacancies across the state. • To address this need, OJJ has increased collaboration between Juvenile Justice Specialists and education staff during the school day to clarify roles and support student engagement. The agency has implemented Panorama surveys to gather feedback from both staff and students regarding perceptions of support, communication, and overall school climate. These data serve as a valuable indicator of the current learning environment and inform the development of targeted professional development sessions. The goal is to establish shared expectations, promote mutual accountability, and foster a more cohesive instructional environment aligned with trauma-informed and correctional education best practices.

Recommendation	OJJ Response to Recommendation
<p>Transition Processes</p> <ul style="list-style-type: none"> • There exists a need to recruit/ hire full-time Professional School Counselor(s). • There exists a need to outline a timeframe for updating IEPs for students with disabilities and individual accommodation/Section 504 plans (IAP). • There exists a need to 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. 	<p>Transition Processes</p> <ul style="list-style-type: none"> • By the end of 2024, four out of five OJJ secure care campuses were staffed with one full-time certified Professional School Counselor, reflecting progress in meeting students' well-being and academic planning needs. However, Riverside (Bridge City) remains without a dedicated Professional School Counselor despite three consecutive years of formal requests for funding approval. To mitigate this gap, OJJ's Educational Coordinator has assumed interim counseling responsibilities and strategically stationed her office on the Riverside campus to remain accessible to both students and staff. Despite ongoing hiring challenges, OJJ has successfully retained School Counselor personnel to fulfill counseling roles within our schools. These individuals have remained committed to supporting students' well-being and academic development. To enhance their effectiveness, they have participated in ongoing in-house training, engaged in LDOE's Counselor Collaboratives, and received mentorship to build capacity and remain aligned with best practices. While the recruitment of full-time Professional School Counselors remains a priority, the dedication and continued development of current personnel have helped maintain essential support services for students. • According to OJJ Education Policy-Special Education Handbook (B.7.1a), Chapter 5. Individualized Education Plan (IEP), Section L. Transfer Students outlines the requirement of the special education provider to either adopt the IEP as written or develop and implement a new IEP within 10 days of the student's enrollment at OJJ Schools. Chapter 10. Procedures for Transfer Special Education Students, Section B. Transferring from one LEA to another also requires the development of a review IEP within 5 days if the current IEP is not accepted. • Annual Section SBLC, RTI, and 504 training is provided by the Supervisor of Special Education to all education staff. The training addresses the review of a student with an Individualized Accommodation Plan (IAP) to be reviewed annually or sooner, and the re-evaluation to

Recommendation	OJJ Response to Recommendation
	<p>occur every three years or sooner. Districtwide triggers for IAPs to be reviewed sooner include students with 504 plans transferring from other LEAs, schools within OJJ, and still experiencing difficulty accessing the general curriculum with their current IAP. During each reporting period, each school principal is required to run a possible failure report, and students identified are recommended to the SBLC committee. The committee can, at that time, determine if there is a student in need of a 504 reevaluation, modification of the IAP, and additional supports as deemed by the school-based team.</p> <ul style="list-style-type: none"> • OJJ’s Supervisor of Special Education works collaboratively with the Special School District (SSD), which is responsible for delivering special education services across all secure care campuses. The supervisor has implemented a compliance-focused framework that includes ongoing self-monitoring procedures, desk audits, and routine campus visits to ensure that all IEPs and Section 504/IAPs remain current and legally compliant. Furthermore, each OJJ campus maintains an active SBLC, which plays a crucial role in identifying, evaluating, and supporting students who require accommodations or special services, ensuring that due process is upheld. • Throughout the 2023–2024 school year, OJJ lacked a formalized, districtwide transition or re-entry plan to support students reintegrating into traditional school settings. Recognizing this gap, the Director of Education re-established the Transition (Re-Entry) Coordinator position in June 2024 by assigning a current staff member to serve in this capacity for the entire district. Historically, each campus maintained its own Transition Coordinator. The Transition Coordinator works collaboratively with school staff, families, and receiving districts to develop individualized reentry plans. These plans include bridge supports, such as mentoring, counseling, and academic planning, to help students successfully transition back to a traditional school setting. This role has strengthened continuity of care and increased the likelihood of positive post-transition outcomes for students.

Recommendation	OJJ Response to Recommendation
<p>Jackson Detention Center</p> <ul style="list-style-type: none"> There exists a need to improve conditions for students at the Jackson Parish Detention Center facility. 	<p>Jackson Detention Center</p> <ul style="list-style-type: none"> In June 2024, OJJ made the decision to remove all secure care youth from the Jackson Parish Detention Center facility due to concerns related to facility conditions and overall student well-being. Youth were subsequently reassigned to OJJ-operated campuses or other judge-mandated juvenile facilities to ensure continuity of care and access to comprehensive services. During the time youth were housed at Jackson Parish, the OJJ Director of Education proactively collaborated with the Jackson Parish Schools Superintendent and instructional staff to advocate for and support the delivery of appropriate educational services. Despite not receiving any additional funded positions, OJJ deployed members of its education team to travel daily to the facility. These educators not only provided direct academic instruction but also served as a source of stability and emotional support for youth experiencing challenging circumstances.

For additional information, please contact 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 - St. Martinville		
SPS/ Index	2023-2024 Result	Data Source(s)
Overall SPS	26.4	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 NR - <10 Students	Progress from 2022 LEAP to 2023 LEAP English language arts and mathematics scale scores.
Interests and Opportunities	NR - <10 Students	In 2022-2023, high schools were required to complete a survey that described course offerings (100% of points). The K8 index was based on a survey (50%) and course enrollment (50%).
Academic Core Attainment	F/ 11.2	Subjects posted to the transcript for English, mathematics, science, and social studies.
Dropout/ Credit Attainment	NR - <10 Students	Credits posted to transcript for 2022-2023 at any high school after attending OJJ school in 2021-2022.
Credential Attainment	NR - <10 Students	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)	NR - <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 a letter grade of C or higher to exit CIR or a graduation rate greater than 67% in the current year.

Central Southwest Alternative School (Bunkie location)		
SPS/ Index	2023-2024 Result	Data Source(s)
Overall SPS	66.1	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	D	Progress from 2022 LEAP to 2023 LEAP English language arts and mathematics scale scores.
Interests and Opportunities	>145	In 2022-2023, high schools were required to complete a survey that described course offerings (100% of points). The K8 index was based on a survey (50%) and course enrollment (50%).
Academic Core Attainment	F/ 36.7	Subjects posted to the transcript for English, mathematics, science, and social studies.
Dropout/ Credit Attainment	A/ 102.9	Credits posted to transcript for 2022-2023 at any high school after attending OJJ school in 2021-2022.
Credential Attainment	F/ 45.5	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)	NR - <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 a letter grade of C or higher to exit CIR or a graduation rate greater than 67% in the current year.

Riverside Alternative School (Bridge City location)		
SPS/Index	2023-2024	Data Source(s)
Overall SPS	101	Based on progress index (25%), DCAI (25%), Core Academic Credit (25%), Credential Attainment (20%), Interests and Opportunities (5%).
Overall Letter Grade	A	Assigned based on SPS ranges.
Progress	B/ 89	Progress from 2022 LEAP to 2023 LEAP English language arts and mathematics scale scores.
Interests and Opportunities	>145	In 2022-2023, high schools were required to complete a survey that described course offerings (100% of points). The K8 index was based on a survey (50%) and course enrollment (50%).
Academic Core Attainment	B/ 82.1	Subjects posted to the transcript for English, mathematics, science, and social studies.
Dropout/ Credit Attainment	A/ 123.8	Credits posted to transcript for 2022-2023 at any high school after attending OJJ school in 2021-2022.
Credential Attainment	NR	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	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.

Southside Alternative School (Monroe and Pinehill locations)		
SPS/Index	2023-2024	Data Source(s)
Overall SPS	76.7	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	F/ 46.9	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). The K8 index was based on a survey (50%) and course enrollment (50%).
Academic Core Attainment	D/ 58.9	Subjects posted to the transcript for English, mathematics, science, and social studies.
Dropout/ Credit Attainment	A/ 112.8	Credits posted to transcript for 2022-2023 at any high school after attending OJJ school in 2021-2022.
Credential Attainment	NR	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 the current year.

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 Table

	2023-2024 All Students			2023-2024 Special Education		
Site Name	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	21	18	86%	<10	NR	NR
Southside Alternative School	41	32	78%	12	9	75%
Central Southwest Alternative School	26	18	69%	<10	NR	NR
Central Southwest Alternative School-St. Martinville	<10	NR	NR	<10	NR	NR

OJJ Credential Attainment Index Table

	2023-2024 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	<10	NR	NR	NR	NR	NR
Southside Alternative School	<10	NR	NR	NR	NR	NR
Central Southwest Alternative School	11	45.5%	0	54.5%	0	0
Central Southwest Alternative School- St. Martinville	<10	NR	NR	NR	NR	NR

Appendix C: 2023-2024 Onsite Monitoring Report

The LDOE monitoring team conducted annual monitoring visits at six sites operated by the Office of Juvenile Justice. The schedule and monitoring team is listed below.

- Dr. Lynette Tannis, LDOE Special Advisor to the Office of Juvenile Justice
- Terran Perry, Education Consultant for Alternative Schools and Programs
- Angela Jordan, Executive Director, Attendance and Student Support

Date	Time	OJJ Site	Location
March 18, 2024	10:00 a.m.	Riverside Alternative School	Bridge City, Louisiana
March 20, 2024	8:00 a.m.	Pinehill (satellite for Southside Alternative)	Columbia, Louisiana
March 20, 2024	12:40 p.m.	Jackson Parish Detention Center	Jonesboro, Louisiana
March 21, 2024	9:40 a.m.	Southside Alternative School	Monroe, Louisiana
April 2, 2024	12:20 p.m.	St. Martinville (satellite for Central Southwest Alternative)	St. Martinville, Louisiana
April 3, 2024	9:40 a.m.	Central Southwest Alternative School	Bunkie, Louisiana

General Observations:

- Each facility had intake procedures to ensure the safety of students was not compromised by the team's visit.
- Schools welcomed the monitoring team. The team was permitted to observe the premises and classes at all sites.
- School leaders assisted with arrangements for conducting focus groups with teachers, students, staff, and facility managers.
- Teachers and staff were willing to share information in focus groups.
- Most students in focus groups were cordial and cooperative.

Accomplishments

- Attendance
 - OJJ implemented a non-negotiable school attendance policy that requires all students to attend class.
- Student achievement improvements
 - School Performance Score (SPS) increased in all OJJ Schools.
 - Riverside Alternative High School increased in SPS from 85.1 (B) to 101 (A).
 - Central Southwest Alternative High School increased in SPS from 70 (C) to 76.7 (C).
 - Southside Alternative High School increased in SPS from 49.6 (F) to 66.1 (C).
 - Three (3) of four (4) OJJ Schools earned letter grades of A for the Dropout Credit Accumulation School performance indicator as per the Louisiana School Accountability Framework.
- Staff temperament
 - 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.

Concerns

- Lack of adequate instructional staff.
- Inconsistent classroom participation.
- Students of multiple age groups/ grade levels are in the same classes.
- Limited vocational opportunities.
- Limited programming for graduates/completers.
- Limited incentives for students.

Recommendations

- **Bulletin 131. Chapter 3. §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); and
 - 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.

- **Bulletin 131. Chapter 9. §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 the curriculum utilized at the sending school; and
- Group students in classes according to grade level/age/content area to support the delivery of targeted instructional methods designed to aid student progress.

- **Bulletin 131. Chapter 9. §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.

- **Bulletin 131. Chapter 11. §1101. Climate and Culture**

- Recruit/hire more Juvenile Justice staff.

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. During this school year, what, if any, classroom disruptions occurred? What, if any, supports or resources are in place to help minimize classroom disruptions?

2. During this school year, were there any students who did not show up for class? If yes, why might students be absent or not show up for class?

3. To the best of your knowledge, how are students with special needs and academically struggling students, receiving the resources and supports they need to meet grade level standards?

4. Your school moved from a ___ school grade to a ___ school grade. What do you think helped make this happen? OR Your school grade is an___. What do you believe has to be in place for your school's grade to improve?

5. In what ways, if any, do the teachers and the JJSs work together within the classroom to support students?

6. What additional supports do you believe would be helpful for you to be successful while you're here and when you leave? What do you think the teachers and JJSs need to be successful at their jobs?

7. Is there anything else you would like to share?

ACT 500 OJJ-LDE Monitoring

Teacher/ Principal/ Director/ JJS Focus Groups

Site:

Date:

Interviewers:

of teachers:

Questions

1. 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? What, if anything, is in place to help minimize classroom disruptions?

2. During the current 23-24 school year, were there any students who did not show up for class? If yes, what were the reasons given for students' absences?

3. What processes are in place to ensure students are taking their appropriate grade level classes?

4. In what ways, if any, are students with special needs and academically struggling students receiving the resources and supports they need to meet grade-level standards?

5. Your school moved from a ___ school grade to a ___ school grade. What do you attribute to this progress? OR Your school grade remains a(n) ___. What do you believe must be in place for your school's grade to improve?

6. In what ways, if any, do the teachers and the Juvenile Justice Specialists (JJSs) work together within the classroom to support students?

7. What additional supports do you believe would be helpful for you to be successful at your job? How about for the school leaders? teachers? students? JJSs?

8. Is there anything else you would like to share?

ACT 500 OJJ-LDE Monitoring
Classroom Observations

Site:

Date:

Observer:

Time:

Class/Subject:

of students:

of instructional staff:

of non-instructional staff:

Classroom Environment

Focus	Evident	Evidence/Notes
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 the 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.		