



**Office of Education
Performance Audits**

EDUCATION PERFORMANCE AUDIT REPORT

FOR

PRESSLEY RIDGE AT WHITE OAK VILLAGE SCHOOL

JUVENILE INSTITUTIONAL EDUCATION PROGRAM

OFFICE OF INSTITUTIONAL EDUCATION PROGRAMS

JULY 2013

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced (five days in advance) Education Performance Audit of Pressley Ridge At White Oak Village School, a Juvenile Institutional Education Program under the governance of the West Virginia Board of Education and the State Superintendent of Schools, located in Wood County was conducted May 16, 2013. The purpose of the review was to verify compliance with Policy 2325, *High Quality Standards for Institutional Juvenile Education Programs*, and to make recommendations to the West Virginia Board of Education and the State Superintendent of Schools on such measures of the procedures manual and current Policy 2325 to effectively assess juvenile institutional education programs.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and host agency staff as available, observed classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education – William Desrochers, Jr., Principal,
Barboursville School, Office of Institutional Education Programs

West Virginia Department of Education – Jared Hughes, Coordinator Juvenile
Programs, Office of Optional Educational Pathways

**JUVENILE INSTITUTIONAL EDUCATION PROGRAM
PRESSLEY RIDGE AT WHITE OAK VILLAGE SCHOOL**

Lisa Hoskins, Principal
Grades 04-12
Enrollment 61

OVERVIEW

Program Outline

Pressley Ridge School at White Oak Village in Walker, West Virginia, is a residential treatment and diagnostic assessment center providing short-term residential services to 61 troubled adolescents. Pressley Ridge, a non-profit organization founded in 1832, operates the treatment program at White Oak under the authority of the West Virginia Department of Health and Human Resources (WVDHHR). The facility provides treatment and residential diagnostic assessment services to youth between the ages of 10 and 17 years of age. Youth, admitted for services have met Level III criteria (A3), are in the custody of WVDHHR and have a current DSM-IV (A3) diagnosis. Many of the enrolled youth have a history of failed placement from other residential treatment programs. Enrolled students have experienced many difficulties including behavioral issues in school and removal from the home environment through the court system. They have a negative attitude towards school, have personal and family issues, have been in trouble in school, and are behind academically for a variety of reasons including a lack of consistency in instruction because of frequent transitions in living arrangements.

The facility adheres to the positive peer culture treatment model. Students live and attend classes in groups. The facility has seven groups, six main population groups and one diagnostic group. Four groups are boys consisting of various age groupings including two high school groups (one of ten and one of six) and two middle school groups (one of ten and one of five). In addition, there are two girls groups, one group of ten high school girls and one group of ten middle school girls. A teacher-counselor (TC), employed by Pressley Ridge, is always with the group. The group addresses behavior issues of individuals in the group through the “huddle” process. Teachers, TCs and students can call a huddle. To maximize instructional time, teachers utilize a variety of classroom management strategies that include positive relationships and a Positive Behavior System (PBS).

During the 2011-2012 school year, the school served 206 students with an average length of stay of 151 days, which included a diagnostic program with an average 30-45 days length of stay. Ninety percent of the population served was white, 10 percent

black, and less than 1 percent Puerto Rican; 60 percent of students were male, 73 percent of students were between the ages of 15 and 17, and 40 percent of students had an Individualized Education Program (IEP). Thirty-nine of the 210 students returned to their local school district upon discharge and the remainder of the students entered additional placements, child shelters, or foster families.

Students enrolled in the facility range in age between 12 and 18.

By December 2012, 87 percent of the students entering the program were below grade level in reading as determined by the Test of Adult Basic Education (TABE) and 85 percent were below grade level in mathematics; as of March 2013, 82 percent were below grade level in reading and 88 percent were below in mathematics.

Individualized Learning

The treatment model at Pressley Ridge White Oak is structured around the “treatment group” and students attend classes in their group. The host facility has prearranged groups according to grade levels, including middle school and high school groups. To ensure each student’s educational plan is customized to meet his/her needs, the school does the following to personalize learning:

- Assesses every long-term student to determine educational needs utilizing a battery of assessments, including but not limited to, the Test of Adult Basic Education (TABE), Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), and West Virginia Writes.
- Analyzes students’ transcripts.
- Assigns an advisor to each long-term resident.
- Conducts an initial student assistance team (SAT) meeting to design an instructional plan tailored to the students’ educational needs and interests.
- Develops an instructional plan for each child that takes into account the child’s instructional level, future plans, and learning style.
- Conducts monthly SAT meetings.
- Evaluates instructional and behavioral strategies monthly to ensure best practices for each child.
- Utilizes SAT meetings to inform teachers of best practices for each child.
- Differentiates instruction in all classes, taking into account students’ learning styles.
- Uses 21st Century technology including: West Virginia on Target and West Virginia Virtual School, Carnegie Mathematics, Scholastic READ 180, System 44, and West Virginia Writes.
- Utilizes and evaluates data continuously.

Professional Learning Communities (PLC)

- Instructional staff is divided into three teams: Math/science PLC, reading/English PLC; and Careers, Computers and Social Studies PLC.
- PLCs meet 30-40 minutes weekly.
- PLC plans instruction collaboratively.
- PLC develops strategies for improving student learning, and
- PLC monitors student progress.
- Embedded professional development into the PLC groups gives teachers control of content and process.
 - Book Study.
 - Books chosen by PLC.
 - Correlated with PLC goals.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Teacher Leadership Conference.
2. English Common Core.
3. International Center for Leadership in Education's Model Schools Conference.
4. Learning Focused Strategies National Conference.
5. Smithsonian Training.
6. Four Square Writing.
7. Credit Recovery Mentor Training.
8. The Kinesthetic Classroom.
9. Learning Focused Extending and Refining Skills.
10. Optional Educational Pathways.
11. Literacy and the Common Core Standards.
12. West Virginia 21st Century content standards and objectives (CSOs) Policy Review.
13. Writing Smart Goals and Strategic Planning.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

- 3.2.2. High expectations.** Through teacher interviews and classroom observations, the Team found that all staff had high expectations for all students. All students were on task with high quality instruction and all teachers challenged all students to do their best work. The wide range of student ages and learning abilities were a challenge; however, the staff excelled at overcoming those challenges.
- 3.3.3 Data Analysis.** The school had thoroughly reviewed and applied use of WESTEST2, Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), Test of Adult Basic Education (TABE) data. The staff provided individual student data for the Team to review and discussed the methods of test data analysis. Both formal and informal data were used to guide the curriculum.
- 3.8. Leadership.** The leadership throughout the building was excellent. The principal was highly organized and knowledgeable of the needs of the school and students and had a clear vision of the direction of the school. The classroom teachers demonstrated excellent classroom management techniques and provided the students a variety of instructional strategies, excellent instruction, and high expectations. Communication between the principal, teachers, and students was excellent and the Team observed genuine respect between staff and students.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet Policy 2325.

NONCOMPLIANCES

None identified.

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in the schools and how those impact program and student performance.

3.4.1. Facilities are safe, free of hazards and adequate to meet the needs of students and provide an environment conducive to learning.

Section 3.4. Regulatory Agency Reviews of West Virginia Board of Education Policy 2325 governing accountability for juvenile institutional education programs for public school age students establishes standards for safe and adequate facilities for learning.

A host agency provides and maintains all facilities for the 10 juvenile institutional education programs in West Virginia. The West Virginia Board of Education through the State Superintendent of Schools and the West Virginia Department of Education, Office of Institutional Education Programs provides the education programs in these facilities. Such provision of adequate services compels interagency collaboration and cooperation regarding adequate facilities for juvenile institutional education programs.

The Office of Education Performance Audits Team found that the equipment, materials, and staff were available at the Pressley Ridge at White Oak Village School to provide high quality education. Facilities were adequate to meet the needs of students.

Education Performance Audit Summary

The Team presented three commendations (3.2.2. High expectations; 3.3.3. Data Analysis; and 3.8. Leadership).

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education approve the Pressley Ridge at White Oak Village School's Education Performance Audit Report.