



**Office of Education
Performance Audits**

DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

BOARD OF CHILD CARE SCHOOL

JUVENILE INSTITUTIONAL EDUCATION PROGRAM

OFFICE OF INSTITUTIONAL EDUCATION PROGRAMS

JULY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced (five days in advance) Education Performance Audit of the Board of Child Care School, a Juvenile Institutional Education Program under the governance of the West Virginia Board of Education and the State Superintendent of Schools, located in Berkeley County was conducted on May 28, 2009. 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

Office of Education Performance Audits – Dr. Donna Davis, Deputy Director

West Virginia Department of Education Team Leader – D. Dewayne Duncan, Assistant Director of Programs, Office of Institutional Education Programs

West Virginia Department of Education Team Leader – Jared Hughes, Coordinator, Office of Institutional Education Programs

JUVENILE INSTITUTIONAL EDUCATION PROGRAM

BOARD OF CHILD CARE SCHOOL

John Marra, Principal/Director
Grades 06 – 12
Enrollment 50

OVERVIEW

The Board of Child Care School is a level III residential treatment facility. It is owned and operated by the United Methodist Church out of their Baltimore diocese. Level III service is comprised of children who display serious disorder behaviors with sufficient frequency to be considered an established pattern of long duration.

The Board of Child Care School, as a level III facility, is required to provide the following program requirements.

1. Assessment Services.
2. Service Planning.
3. Targeted Case Management.
4. Behavioral Health Counseling.
5. Skills Training Development.
6. Crisis Intervention – 14 Hour Availability.
7. Therapeutic Behavioral Services.
8. Any Need Behavioral Health Services.
9. On-Campus Schooling.

The Board of Child Care School is located on the campus. All 50 residents (30 boys and 20 girls) on campus attend school every day. The school adheres to and focuses on all West Virginia Department of Education/Office of Institutional Education Programs policies and regulations. School staff includes a principal, secretary, guidance counselor, English teacher, mathematics teacher, social studies teacher, science teacher, pro-start teacher, special education teacher, and a part-time transition specialist through Title I. All education staff members are certified to meet highly qualified status.

The school's curriculum focuses on the West Virginia 21st Century Content Standards and Objectives. Students earn credits toward graduation which transition back with them to their school divisions. Students may work toward the graduate equivalency diploma (GED) if they are near the conclusion of their program at the Board of Child Care School. However, GED instruction does not take place during the regular school day which is 7:30 a.m. to 2:30 p.m. GED preparation is done in after school tutoring both in school and in students' cottages.

The Board of Child Care School is an example of a successful collaboration between the school and the host agency. The Board of Child Care School provides an education liaison and school program aides to assist in the day to day school operation. The cooperative efforts of both the school staff and the Board of Child Care staff make this unique dynamic program successful.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

- 3.2.2. High Expectations.** The staff was professional and provided high quality role models to the students. The staff conducted themselves in a manner that reflected positively on the school and decisions made by the staff were in the best interest of the students and helped them achieve to the highest potential.
- 3.2.3. Learning Environment.** The learning atmosphere was positive and educationally stimulating. A culture of learning was evident throughout the building. Instructional materials and equipment were supplied to address the West Virginia 21st Century Content Standards and Objectives (CSOs). The Team observed students using technology in an English class, a physical education class engaged in softball on the field, and a teacher using a whiteboard in mathematics instruction.
- 3.2.4. Research Based Instructional Strategies.** All teachers employed excellent teaching strategies. All students were on task with high quality instruction and teachers varied instructional strategies on a regular basis to ensure student success. The Team observed numerous hands-on instructional activities and students actively involved in these activities.
- 3.5.2. School-Host Agency Collaboration.** The relationship between the school and the host agency was high quality and benefited the students. Clear channels of communication were present and both entities were knowledgeable of student needs and constraints. Health and treatment staff were readily available and the education liaison was at the school. This collaboration, availability, and communication could serve as a model for other juvenile institutional education programs.
- 3.8.1. Interagency Agreements.** The principal was visible, organized, and structured. He provided a proactive approach to education and exhibited a vision for the school to continue the high quality education for students. The principal provided excellent leadership and the staff also demonstrated excellent leadership.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet Policy 2325.

RECOMMENDATION

- 3.6.3. Evaluation.** The observation/evaluation process was not completed as of the date of the Education Performance Audit. The Team recommended that the principal finish this process earlier to allow for a better picture of teacher effectiveness.

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 Board of Child Care provided appropriate and educationally stimulating facilities for public school age juveniles in this juvenile institutional education program.

Education Performance Audit Summary

The Team presented five commendations and one recommendation.