



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BOARD OF CHILD CARE SCHOOL**

**JUVENILE INSTITUTIONAL EDUCATION PROGRAM**

**OFFICE OF INSTITUTIONAL EDUCATION PROGRAMS**

**APRIL 2014**

**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 February 5, 2014. 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 Co-Chair – Allen D. Brock, Coordinator

Office of Education Performance Audits Team Co-Chair – Deborah L. Ashwell, Coordinator

West Virginia Department of Education – Robert Buckland, Principal, Burlington Beckley Center, Office of Institutional Education Programs

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

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

## **JUVENILE INSTITUTIONAL EDUCATION PROGRAM**

### **BOARD OF CHILD CARE SCHOOL**

Pam Abston, Principal/Director  
Grades 6-12  
Enrollment 50

#### **OVERVIEW**

Board of Child Care School is an on-campus school operated under the direction of the West Virginia Department of Education in collaboration and cooperation with the Department of Health and Human Services and the Board of Child Care organization. The official configuration of the facility is to serve neglected and delinquent youth ages thirteen to eighteen; however, a waiver may be granted to acquire students as young as twelve and on rare occasions to serve those past their eighteenth birthday. The facility is a fifty bed facility serving thirty males and twenty females in Level III. Students range from those abandoned or neglected to those who have felony charges and who are stepping up or down from a higher level of security.

The educational programs afford opportunities for students to acquire an individualized education tailored to their particular learning needs and ambitions. Upon intake, students are given a battery of assessments to enable teachers to design the educational path to meet the student's individual needs. Through transcript evaluation and standardized assessments to determine learning styles, skill strengths, skill gaps, and career interests, teachers develop an individualized instructional plan to serve in the students' best interest for success. According to the data acquired through surveys, assessments, intake, and teacher formative assessments, over 90 percent of the students in grades nine to twelve report with skill and credit deficits; over 70 percent report with math deficits; and over 50 percent report with reading deficits.

Board of Child Care is a Title I school and, as such, is able to provide reading support for all students through a Title I reading program. Mathematical support for students is provided in the classroom with the newly acquired Math180 program and through the Title I tutoring plan. Students are given opportunities for physical activity, writing across the curriculum, Positive Behavior Support activities, multi-cultural education, and interdisciplinary lessons. Through the innovation of customized lesson plans and the support of 21<sup>st</sup> Century technology (WV Writes, TechSteps, onTargetWV, Thinkfinity, READ 180, and Math 180, etc.) instructors are able to provide targeted individualized instruction for each student.

Students' post-release needs are focused upon including re-articulation into their home high schools, high school graduation, Test Assessing Secondary Completion

preparation and completion, affective re-structuring of attitudes toward school, and opportunities to engage in post-secondary career exploration. The Transition Specialist and the Professional School Counselor begin the transition process from the date of the student's arrival. Each student's schedule is established to the best of the facility's ability to meet the graduation needs of his/her home county. Students are given extra time and extra support to acquire missed skills and to embellish acquired skills in addition to the delivery of the core academic curriculum.

In the past year, Board of Child Care has helped students meet the following successes: graduate through the school at their home high schools via the Board of Child Care; graduate through the GED program; enroll in post-secondary education; acquire or work toward acquiring previously failed credits (23 students with over 70 credits earned); earn nearly five hundred high school graduation credits; re-enroll in their home high schools upon release (75 students); obtain employment; and obtain housing or independent living status.

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

- NextGen Overview.
- NextGen Standards: Social Studies, Mathematics, ELA, and Science.
- TechSteps.
- Common Core Technology Integration.
- Positive Behavior Management Strategies.
- Acuity.
- West Virginia Writes.
- Webb's Depth of Knowledge.
- Policies 5310, 2340, 5902, 1471, and 2325.
- Suicide Prevention.
- Classroom Management.
- Positive Re-direction.
- WVEIS.
- Formulary Writing.
- Reading 180.
- FOSS Science Kit.
- LiveGrades.
- COMPASS.
- Plan/Explore.
- ACT.
- TASC.
- Title I Planning & Budget

## **EDUCATION PERFORMANCE AUDIT**

### **COMMENDATION**

**3.2.2. High expectations.** It was evident that all staff held high expectations for all students. All students were challenged to work to their highest capacity and the Team reviewed a great deal of high caliber student work. Teachers were articulate about the wide array of students' needs and about the individual backgrounds of what brought the students to their facility. Teachers could clearly discuss how they changed classroom curriculum based on student needs and data and how they provided credit recovery for students.

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress to Meet Policy 2325.**

### **NONCOMPLIANCES**

None identified.

## EXEMPLARY PROGRAMS & PRACTICES

### 3.3.7. Student Assessment and Program Planning.

Title: College Course Collaborative Project

#### Description of Program

In collaboration with the Board of Child Care host agency, the West Virginia Department of Education implemented an opportunity for high school graduates and GED graduates to continue their education. Students have been provided MODIFY/Chafee services to fund college and post-secondary training upon completion of the therapeutic program. Students enrolled in the program have taken the ACT, college entrance examination, (10 students—two of whom have taken it twice). Through collaborative efforts with Blue Ridge Community and Technical College and American Public University, the Board of Child Care host agency has provided funding for three students to take four on-line college courses while completing the therapeutic program at Board of Child Care. Teachers are available to assist students taking on-line college courses. In addition, students are given guidance and instruction and one-to-one help with applying for the Free Application for Federal Student Aid (FAFSA). Students are also given an opportunity to attend after-hours tutoring for one-on-one assistance.

#### Summary of Results

This project has proven to be one that inspires students to continue their education. Instead of continuing in an enhanced high school curriculum with life skills and job-seeking skills added, they have the opportunity to take classes toward their chosen field while completing the therapeutic program. The students have embraced the idea and are proactive in assuring the classes they are taking will transfer to their respective programs of study. Through the program, the school has been able to co-sponsor three individuals in on-line college courses for a total of twelve hours. One student attended American Public University and the other two attended Blue Ridge Community and Technical College. The student who attended American Public did not successfully complete due to lack of finishing the course as a result of disinterest at transition. One student took a course in the fall and completed with a “C” in the class which was in the Culinary Arts program of study. This student is currently enrolled in another course and is maintaining a 90 percent average. Another student has enrolled this semester. This student is taking a course in the Criminal Justice program of study. This student is currently maintaining a 92 percent in the class. The staff and students at the Board of Child Care see the value of the program and it is expected to extend the reach to many more students in the near future.

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## 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 Board of Child Care School to provide high quality education. Facilities were of excellent quality to meet the needs of students.**

## EDUCATION PERFORMANCE AUDIT SUMMARY

The Team presented one exemplary program and practice (3.3.7. Student Assessment and Program Planning), and one commendation (3.2.2. High expectations).

Based upon the results of the Education Performance Audit, It is recommended and a motion is requested to approve the report for Board of Child Care School – Juvenile Institutional Education Program.