



**Office of Education  
Performance Audits**

**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BECKLEY CENTER**

**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 Beckley Center, a Juvenile Institutional Education Program under the governance of the West Virginia Board of Education and the State Superintendent of Schools, located in Raleigh County was conducted May 14, 2009. The purpose of the review was to verify compliance with Policy 2325, *High Quality Standards for Juvenile Institutional 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 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**

### **BECKLEY CENTER**

Robert Buckland, Principal/Director  
Grades 06 – 12  
Enrollment 30

### **OVERVIEW**

The mission of the Beckley Center treatment program is to provide a safe, healthy, spiritual environment that encourages positive growth in each individual. The facility is designed to serve youth ages 11 to 17 that require long-term residential care. The Team Coordinators provide supervision for those individuals. The Program Manager manages all services that are provided.

Residents primarily come from the Department of Health and Human Resources (DHHR) direct referrals. All referrals are evaluated by the Residential Program Team, which is made up of the Clinical Coordinator, Assessment Specialist or Treatment Coordinator, and Campus Director. The Team reviews all referrals to assure the individual meets the minimum criteria set forth by the state and to determine if an alternative placement setting would better meet the needs of that individual.

The primary goal of the Beckley Center is to build a positive self-image in youth through the accomplishments of daily goals. It is the facilities hope that this will lead to the development of responsible and nurturing youth.

Each resident has the opportunity to seriously and genuinely work on treatment issues, take personal responsibility for behaviors, develop skills to manage behaviors, and prepare for responsible reintegration into the community.

The Burlington United Methodist Family Services, Inc. is the host agency and provides the educational facility.

## EDUCATION PERFORMANCE AUDIT

This section presents the Education Performance Audit Team's findings.

### COMMENDATIONS

- 3.2.3. Learning Environment.** The learning environment at the school was positive and conducive to the learning process. The rooms were bright and educational materials were posted and displayed. The students were respectful and mannerly and the teachers maintained excellent classroom discipline.
- 3.3.3. Data Analysis.** The school had a great deal of student data and used this data in an efficient and productive manner. Teachers were intimately aware of the student academic needs based on the student data and the teachers applied the data in their instruction and decision making.
- 3.3.7. Student Assessment and Program Planning.** Teachers and the counselor met at least every other week to discuss student progress in Student Assistance Team (SAT) meetings. Issues of student needs were discussed and decisions regarding student needs were the main priority in these meetings.

### HIGH QUALITY STANDARDS

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

#### 3.2. Curriculum and Instruction

- 3.2.1. Curriculum Based on Content Standards and Objectives.** The curriculum is based on the content standards and objectives approved by the WVBE. Content standards are used to guide instruction.

The Team could not determine that the 21st Century Content Standards and Objectives (CSOs) were being covered in one class. One teacher out of the four teachers at the facility did not differentiate classroom lessons for middle school or high school students. With such varying student levels, it would be extremely difficult to properly cover all the necessary CSOs in a single class.

#### 3.3. Student and School Planning and Performance

- 3.3.8. Lesson Planning.** Teachers prepare lesson plans in advance. Lesson plans are based on approved content standards and objectives. The administrator reviews lesson plans a minimum of once each quarter and provides written feedback .

Three of the four teachers at the facility had inadequate lesson plans. The plans were sketchy and would be difficult for a substitute teacher to proceed with the instruction. The Team found minimal instructions in these plans.

### **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 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 provide 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 Beckley Center provided appropriate and educationally stimulating facilities for public school age juveniles in this juvenile institutional education program.**

### **Education Performance Audit Summary**

The Team identified two high quality standards necessary to improve performance and progress.

They include the following:

3.2.1. Curriculum Based on Content Standards and Objectives.

3.3.8. Lesson Planning.

The Team presented three commendations.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct the Beckley Center to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.