



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BECKLEY CENTER

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 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 February 19, 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 – 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

BECKLEY CENTER

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

OVERVIEW

The Beckley Center 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 Burlington United Methodist Family Services, Inc. The Beckley Center School was approved to become a Title I School this year and received funds for the program this January. As a result of this funding, the Beckley Center School is working toward adding a reading specialist to the faculty and has implemented the Scholastic Math 180 program.

The facility is a 30-bed facility serving both male (20) and female (10) students ages 11-18. Youth admitted for services have met Level III or Level II criteria, are in the custody of West Virginia Department of Health and Human Resources (WVDHHR), and have a current Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition (DSM-V) 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 toward 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 mission of the Beckley Center School is to help students transition to public school, college, job training programs, or employment. To achieve this mission, student's educational plans are customized to meet his/her needs and the school does the following to personalize learning:

- Assesses every student to determine educational needs utilizing a number of assessments including: the Test of Adult Basic Education (TABE), Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), College Foundation of West Virginia (CFWV) Interest Inventory, West Virginia Writes, and all state mandated assessments.
- Analyzes students' transcripts.
- 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.
- Conducts Teacher/Student conferences every mid-grading period.
- 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, Acuity, Scholastic Math 180, Scholastic READ 180, System 44, and West Virginia Writes.
- Utilizes and evaluates data continuously.

During the 2012-2013 academic year, the Beckley Center School helped 70 students meet the following successes: Graduate from their local high school, obtain a GED, enroll in post-secondary education, earn high school credits toward graduation, be promoted to the next grade level, enroll in their home high school upon release, or obtain employment.

Burlington United Methodist Family Services, Inc., is the host agency and provides the educational facilities for the Beckley Center School.

The mission of Burlington United Methodist Family Services (BUMFS) at the Beckley Center Campus is to provide a safe, healthy, spiritual environment that encourages positive growth in each individual. The facility is designed to serve youth that require long-term residential care. The Team Coordinators provide supervision for those individuals. The Program Manager oversees all non-educational services that are provided. Residents primarily come from the West Virginia Department of Health and Human Resources (WVDHHR) direct referrals. All referrals are evaluated by the Residential Program Team 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 that individual's needs.

The primary goal of BUMFS, Inc., is to build a positive self-image in youth through the accomplishments of daily goals. It is the facility's 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 accountability for behaviors, develop skills to manage behaviors, and prepare for responsible reintegration into the community.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

3.2.3. Learning Environment. The school established a safe environment through video surveillance in each classroom and throughout the building. The host agency provided additional staff as needed for close supervision, especially when students go off campus. The classrooms were bright, well supplied with educational materials and educationally stimulating. The combination of the safe environment and the educationally motivating classrooms provided students the environment where learning could become a greater priority. The staff was aware of the social, academic, and behavioral needs of each student.

3.2.5. Instruction. The school provided individualized courses as needed, whether for credit recovery or for courses not offered on-site to meet graduation requirements utilizing West Virginia Department of Education approved virtual schools. All staff were fully aware of the needs of all students and working to meet these needs so every student had the opportunity to be successful.

3.2.9. Instructional Day. The school exceeded the required number of instructional minutes and utilized the added time for instruction rather than non-educational activities. Through the interview process, the Team found minimal non-instructional time and students were required to be actively engaged in educational activities throughout the school day.

3.3.3. Data Analysis. The school collaborated with the host agency to collect, analyze, and develop appropriate treatment plans that were consistently implemented across all environments. There was a clear path of communication between the school and the host agency and both staffs worked closely together to ensure a seamless link existed between the housing unit and the educational facility. All forms of student data and behavioral information were shared between the two areas and as many decisions as feasible were made collaboratively.

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 Beckley Center School to provide high quality education. Facilities were of excellent quality to meet the needs of students.

EDUCATION PERFORMANCE AUDIT SUMMARY

The Team presented four commendations (3.2.3. Learning Environment, 3.2.5. Instruction, 3.2.9. Instructional Day, and 3.3.3. Data Analysis).

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