



**Office of Education
Performance Audits**

SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

DAVIS-STUART SCHOOL

JUVENILE INSTITUTIONAL EDUCATION PROGRAM

OFFICE OF INSTITUTIONAL EDUCATION PROGRAMS

MARCH 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced (five days in advance) Education Performance Audit of the Davis-Stuart School, a Juvenile Institutional Education Program under the governance of the West Virginia Board of Education and the State Superintendent of Schools, located in Greenbrier County was conducted May 26, 2010. The purpose of this review was to assess program accreditation that assures juvenile institutions provide effective and efficient education programs and accountability to the public for the education provided by the West Virginia Department of Education, Office of Institutional Education Programs in juvenile institutions.

The Education Performance Audit Team reported four noncompliances (3.2.3. Learning Environment; 3.2.4. Research Based Instructional Strategies; 3.2.5. Instruction; and 3.3.2. Strategic Plan) and presented two recommendations (3.3.2. Strategic Plan and 3.5. Administrative Practices).

A Follow-up Education Performance Audit of the Davis-Stuart School was conducted July 12, 2011. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit.

A Second Follow-up Education Performance Audit at Davis-Stuart School occurred January 26, 2012 to check if the remaining deficiencies (3.2.5. Instruction and 3.3.2. Strategic Plan) had been corrected.

JUVENILE INSTITUTIONAL EDUCATION PROGRAM

DAVIS-STUART SCHOOL

Dr. Lyn Guy, Principal/Director

OVERVIEW

The Davis-Stuart School is a residential treatment center for moderately and severely disturbed adolescents situated on a spacious campus that is part of a working farm. It is located near Lewisburg, West Virginia. Davis-Stuart School was founded in 1919 to meet the needs of neglected, dependent, or orphaned children as well as to provide for indigent or troubled families.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet Policy 2325.

NONCOMPLIANCES

3.2. Curriculum and Instruction

3.2.5. Instruction. Instruction is based on four core academic areas (English/language arts/reading, mathematics, social studies, science) and programs in developmental guidance appropriate for the student's developmental and grade level. Elective offerings must be based on approved WVBE content standards and objectives or must have written goals and objectives that are approved by the Superintendent of OIEP. The instructional program will accommodate the frequent entry and exit of students. Frequent monitoring and assessment of student progress is utilized to guide and improve instruction.

Instruction in all four classes was not challenging and did not involve higher level thinking skills. Basic recall was the major method of questioning.

FOLLOW-UP REVIEW

NONCOMPLIANCE. While the Team observed pockets of higher level thinking skills, a majority of instruction was at the Depth of Knowledge Level 1 and Level 2. All students must be challenged to reach their highest levels of achievement through challenging instruction.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. The school was down to three full-time teachers, with another two positions to be filled in the near future. The three teachers were providing excellent instruction that was challenging to all students and thought-provoking. All students were kept on task and the principal was monitoring instruction on a daily basis to ensure that the teachers were receiving the materials and programs that they needed to increase student achievement.

3.3. Student and School Planning and Performance

3.3.2. Strategic Plan. School leaders collaborate with school staff to develop and implement a formal, written strategic plan. The strategic plan is based on data regarding student achievement, program delivery and student outcomes. The strategic plan provides for establishment, implementation, evaluation and monitoring of a continuous process of school improvement. The strategic plan is reviewed and updated annually.

None of the teachers interviewed knew the goals of the school's Five-Year Strategic Plan. The goals and action steps were not used to guide instructional practices.

FOLLOW-UP REVIEW

NONCOMPLIANCE. While Davis Stuart School had Five-Year Strategic Plan goals and objectives, none of the teachers interviewed could discuss the goals. When asked about the goals, the teachers indicated that they had a copy of the goals; however, none of the teachers could readily discuss the goals. While the Team believed the strategic plan goals had been discussed in staff meetings, it was not evident that the goals were an integral part of classroom instruction planning.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. All teachers could discuss the needs of the school based on the goals and action steps contained in the school's Five-Year Strategic Plan. Teachers discussed the programs and practices in the individual classrooms to meet the needs of the students as outlined in the goals and action steps.

RECOMMENDATION

- 3.5. Administrative Practices.** The Office of Education Performance Audits Team found that the Davis-Stuart School needed to work on the areas of student engagement and high quality curriculum development. All students must be challenged throughout the entire school day and provided instruction commensurate with the demands required to achieve mastery and above on the WESTEST 2 and other evaluative instruments.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED. While improvements had been made in certain areas, the Team noted that the staff must continue to improve in the area of a challenging curriculum. The principal must provide staff development in implementing a challenging curriculum and ensuring that all students are kept on task and provided avenues to maximize their individual achievement.

SECOND FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A great deal of work had been put into place to provide the teachers with the necessary materials and programs to effect student achievement. High quality staff development had been implemented and the school was making strides in the areas of high expectations, time on task, and challenging curriculum.

RECOMMENDATION

Based upon the results of the Second Follow-up Individual School Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education approve the Davis-Stuart School's Education Performance Audit Report.