



FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

DAVIS-STUART SCHOOL

JUVENILE INSTITUTIONAL EDUCATION PROGRAM

OFFICE OF INSTITUTIONAL EDUCATION PROGRAMS

AUGUST 2011

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.

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

3.2.3. Learning Environment. School staff provides a safe, positive and nurturing environment that is conducive to learning.

One teacher out of the four teachers at the school was not the instructional leader of the classroom. This teacher was reactionary rather than proactive regarding student behavior. The host agency observer assisted the teacher in controlling the class. The Team observed an excessive amount of student downtime in which they were not actively instructed to minimize behavioral issues. Additionally, the Team observed very little quality classroom instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed the teacher on two separate occasions and high quality instruction was evident. The teacher was the instructional leader and the students exhibited excellent behavior. Time management and teacher-student interaction were high quality.

3.2.4. Research Based Instructional Strategies. Staff demonstrates the use of research based instructional strategies that facilitate learning for all students.

None of the four teachers at the Davis-Stuart School varied instructional strategies. Teacher directed instruction was the predominate instructional strategy, and resulted in a loss of student attention and interaction.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed a greater variety of instructional strategies in all classes. The Team recommended that the principal continue to monitor the variety of instructional strategies used by the teachers and ensure that all students remain on task through the entire class periods with high quality 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.

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.

RECOMMENDATIONS

3.3.2. Strategic Plan. The Team recommended that the principal contact Mr. Dewayne Duncan, Assistant Director, Office of Institutional Education Programs at 304-558-8833 to arrange a School Support System for correcting the deficiencies identified in this report.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Davis Stuart School received assistance from the West Virginia Department of Education, Office of Institutional Education Programs (OIEP). A group of highly qualified teachers from the OIEP schools across the state assisted the staff in developing the school's corrective action plan. This group also provided guidance in classroom management and curriculum implementation. The OIEP remains committed to providing assistance to the school.

- 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.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT SUMMARY

Two findings from the original Education Performance Audit continued as issues at the Davis-Stuart School (juvenile institutional education program):

- 3.2.5. Instruction. Instruction not challenging.
- 3.3.2. Strategic Plan Goals. Teachers could not discuss goals; goals not an integral part of instruction planning.

One recommendation had not been followed:

- 3.5. Administrative Practices. Principal ensure that curriculum is challenging and all students are kept on task.

RECOMMENDATION

The Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education direct Davis-Stuart School Juvenile Institutional Education Program to correct the noncompliances by January 15, 2012. The OEPA further recommends that the Office of Institutional Education Programs (OIEP) monitor the school monthly to ensure that these areas are continually addressed.