



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

DAVIS-STUART SCHOOL

JUVENILE INSTITUTIONAL EDUCATION PROGRAM

OFFICE OF INSTITUTIONAL EDUCATION PROGRAMS

JULY 2010

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 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 Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – D. Dewayne Duncan, Assistant Director, Office of Institutional Education Programs

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

JUVENILE INSTITUTIONAL EDUCATION PROGRAM

DAVIS-STUART SCHOOL

William Ball, 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.

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.

- 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.

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.

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.
- 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.

Education Performance Audit Summary

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

They include the following:

- 3.2.3. Learning Environment.
- 3.2.4. Research Based Instructional Strategies.
- 3.2.5. Instruction.
- 3.3.2. Strategic Plan.

The Team presented two recommendations.

- 3.3.2. Strategic Plan.
- 3.5. Administrative Practices.

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 Davis-Stuart School 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.