



**FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**GUYAN VALLEY MIDDLE SCHOOL**

**LINCOLN COUNTY SCHOOL SYSTEM**

**APRIL 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Guyan Valley Middle School in Lincoln County was conducted October 23, 2012.

A Follow-Up Audit was conducted February 7, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

## **EDUCATION PERFORMANCE AUDIT TEAM**

Office of Education Performance Audits Team Chair – Carroll Staats

## SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

### 43 LINCOLN COUNTY

Patricia Lucas, Superintendent

### 301 GUYAN VALLEY MIDDLE SCHOOL – TRANSITION

Jonah Adkins, Principal  
Grades 06-08, Enrollment 261

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Guyan Valley Middle School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts, or the school has reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. The school must show progress in student achievement each year to maintain or improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

#### Designation Status for Guyan Valley Middle School.

Designation:	TRANSITION	Next Year's Target:	50.7801
Index Score:	47.2731	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	48.4093	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

#### Supporting Data

Proficiency (40% of the index score)	17.58
Achievement Gaps Closed (20% of the index score)	10.05
Observed Growth (15% of the index score)	6.87
Adequate Growth (20% of the index score)	8.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.77</u>
Total Accountability Index (out of 100)	47.27

The West Virginia Accountability Index targets are set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above are set with a goal of all middle schools in West Virginia reaching 65.0053 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Guyan Valley Middle School did not achieve the Accountability Index Target. Considering the achievement target, a steep trajectory exists between the subgroups and the proficiency target of 75 percent.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### Necessary to Improve Performance and Progress.

##### 7.1. Curriculum

##### 7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

At least 80 percent of the teachers interviewed could not discuss the proper usage of the West Virginia 21st Century content standards and objectives (CSOs). It was not evident that the CSOs were a guiding force behind the classroom curriculum.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The staff was provided training in the West Virginia Next Generation (NxG) standards and objectives in the core subjects. Mathematics, English, and science teachers were using the NxG Standards to plan and deliver instruction. All other teachers were using the West Virginia 21<sup>st</sup> Century content standards and objectives (CSOs). Teachers discussed the standards and how they were used in lesson planning and classroom instruction. Teachers were using the “state crosswalk document” to guide them from the CSOs to the NxG Standards. Teachers reported these documents were extremely helpful. Each Wednesday morning teachers attended one-hour department meetings, collaborating on implementation of the standards and how to improve instruction and student achievement. Teachers included many of the shared ideas in their lesson plans.

##### 7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)

One reading/language arts teacher had improper classroom management. There was no instruction during the observation session and students were completely out of control. It appeared to be a dangerous environment for the students.

One teacher had a very negative environment class. There were no positive comments observed to reinforce student achievement.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team verified that the teachers identified in the Initial Education Performance Audit were no longer employed by Lincoln County Schools.

**7.1.5. Instructional strategies.** Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

At least 3 teachers did not vary instructional strategies. Teacher directed instruction was the predominant instructional strategy in these classes. Instructional strategies must be varied to increase student attention and to teach to the variety of learning modalities of students.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Two teachers identified in the initial report were no longer employed by Lincoln County Schools. The Team observed the classroom of the third teacher identified, as well as other classrooms, and found instruction was planned well with various instructional strategies incorporated. Students were attentive and engaged in the instructional activities.

## 7.2. Student and School Performance

- 7.2.1. **County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

At least 80 percent of the teachers interviewed could not discuss the goals and action steps of the school's Five-Year Strategic Plan. It is imperative that the needs of the school, based on the school's Five-Year Strategic Plan, are being met in the classrooms and the teachers are aware of the goals and the strategies being used to meet these goals.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team verified staff was involved in writing the school's new Five-Year Strategic Plan this year, 2013-2014. Teachers discussed the Five-Year Strategic Plan and were knowledgeable of the goals and action steps. All teachers interviewed articulated what they did in their classrooms to achieve the school goals.

- 7.2.3. **Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Only two teachers were using daily lesson plans. The remaining teachers were using unit plans that could not be followed by a substitute teacher. While information was included in the unit plans, it was impossible in most cases to determine the daily lessons and what was to be taught.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The majority of the staff were using the lesson plan system required by a former superintendent as part of the Focused Learning System. This system involved unit planning rather than daily planning. A substitute would find the unit plan difficult to follow as teachers did not indicate where each day's lesson began and ended. This problem was addressed by having teachers note in the plan each day where the instruction ended for that day. Teachers have also prepared "substitute teacher folders" which contain information the substitute teacher needs, including emergency lesson plans. Additionally, teachers communicated via email with more detailed plans for unplanned absences.

- 7.2.4. Data analysis.** Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

It was not evident that teachers were using test data to drive the curriculum. Teachers had a plethora of data but could not discuss the proper implementation of the data.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Staff reported analyzing several assessments including the WESTEST2, the Scholastic Reading Inventory, Achieve 3000, and the State benchmark assessment. These results were utilized in determining students' strengths and weaknesses and in lesson planning to address identified weaknesses. Academic departments also used results of the WESTEST2 analysis and made adjustments in the curriculum to address weaknesses. During the Wednesday department meetings, staff reviewed progress and discussed strategies to improve student achievement. Test results were used in lesson planning and department meetings to devise strategies to effectively address group and individual weaknesses.

### **7.6. Personnel**

- 7.6.4. Teacher and principal internship.** The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

One teacher and one counselor did not have a mentor assigned.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Guyan Valley Middle School had one new teacher hired this school year, 2013-2014. A mentor was assigned in October 2013. The individuals identified in the initial Education Performance Audit were assigned mentors following the audit last year, 2012-2013.

## **Indicators of Efficiency**

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Guyan Valley Middle School in providing a thorough and efficient system of education. Lincoln County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Lincoln County or the accreditation status of the schools.

**8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.**

A lack of ability to discuss data disaggregation was indicative of data not driving the curriculum buildingwide. It is imperative that data be a driving force behind the curriculum delivery and all staff must be intimately aware of the needs of the school and all students in order to make these decisions. The Team observed a wide array of data; however, teachers could not clearly discuss how they used the data. The goals and action steps of the school's Five-Year Strategic Plan were not being used to make curricular decisions.

### **FOLLOW-UP REVIEW**

**Additional training was provided in data disaggregation and using test data for effective and targeted instruction. Teachers were using this data to develop lessons to meet students' needs. Staff members were involved in writing the new Five-Year Strategic Plan and were knowledgeable of the action steps and their responsibilities for implementation. The Team found all teachers interviewed were knowledgeable of the process of data disaggregation. They discussed several strategies being implemented to target and improve instruction.**

### **Building Capacity to Correct Deficiencies**

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Guyan Valley Middle School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The deficiencies found at Guyan Valley Middle School will be difficult to correct unless the principal aggressively elicits assistance from the Lincoln County central office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to provide assistance in proper data disaggregation and the utilization of the school's Five-Year Strategic Plan. All staff would benefit from additional assistance in the area of instructional strategies, classroom management, and high expectations to ensure that these are in place on a daily basis to confirm that all students are given the opportunity to learn.

### **FOLLOW-UP REVIEW**

**The school received a great deal of support from the Lincoln County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to aggressively address the deficiencies found at Guyan Valley Middle School. Professional development was provided by the APL Group on effective instructional strategies and classroom management; Bill Daggett presented on Rigor, Relevance and Relationship in instruction; and a study of the Marcia Tate instructional strategies commenced. Training was provided by the West Virginia Department of Education in the Next Generation Standards. RESA 2 staff provided training in the administration of the Instructional Practices Inventory (IPI) to improve classroom instruction. The Beginning Teachers' Academy was provided by the West Virginia Center for Professional Development.**

### **Early Detection and Intervention**

**One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.**

Through proper data analysis, implementation of the school's Five-Year Strategic Plan, and assistance in making curricular decisions based on these areas, Guyan Valley Middle School could provide students the avenues necessary to excel. The principal must spearhead these initiatives and ensure that they are implemented buildingwide. Assistance must be received from the county and State agencies to assist in this endeavor.

### **FOLLOW-UP REVIEW**

**The Guyan Valley Middle School Staff aggressively addressed the deficiencies identified in the initial Education Performance Audit Report and demonstrated improvement in all the areas cited. The principal and leadership team provided effective guidance to implement efforts for continuous instructional improvement and learning. Assistance was provided by the Lincoln County Central Office, the West Virginia Department of Education, RESA 2, and the West Virginia Center for Professional Development. With continuation of these efforts, the school staff anticipates further improvements in student achievement.**

### **Education Performance Audit Summary**

Based upon the results of the Education Performance Audit, it is recommended and a motion is requested to approve the report.