



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**GUYAN VALLEY MIDDLE SCHOOL**

**LINCOLN COUNTY SCHOOL SYSTEM**

**DECEMBER 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## Table of Contents

	Page
<b>Introduction .....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance .....</b>	<b>3</b>
<b>Education Performance Audit.....</b>	<b>7</b>
<b>High Quality Standards .....</b>	<b>7</b>
<b>Indicators Of Efficiency.....</b>	<b>9</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>10</b>
<b>Early Detection and Intervention .....</b>	<b>10</b>

## INTRODUCTION

An announced Education Performance Audit of Guyan Valley Middle School in Lincoln County was conducted October 23, 2012. The review was conducted at the specific direction of the West Virginia Board of Education.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, 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 – Dr. Beth Cipoletti, Assistant Director, Office of Assessment and Accountability

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Ernest J. Jarvis	Director	Nicholas County Schools
Rachel D. Pauley	Middle School Principal	Beckley-Stratton Middle School Raleigh County
Clyde P. Stepp	Retired High School Principal	Liberty High School Raleigh County

**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 – Needs Improvement**

Jeremy Brunty, Principal

Grades 06-08, Enrollment 275 (2<sup>nd</sup> month 2010-2011 enrollment report)

**WESTEST 2010-2011**

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	252	265	263	99.24	43.02	Yes	Confidence Interval	✓
White	252	265	263	99.24	43.02	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	52	53	52	98.11	11.76	Yes	No	✗
Low SES	202	211	209	99.05	40.79	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	252	265	263	99.24	45.41	Yes	Confidence Interval	✓
White	252	265	263	99.24	45.41	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	52	53	52	98.11	9.80	Yes	No	✗
Low SES	202	211	209	99.05	41.79	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 97.4%**

**43 LINCOLN COUNTY**  
Patricia Lucas, Superintendent  
**301 GUYAN VALLEY MIDDLE SCHOOL – Needs Improvement**  
Jonah Adkins, Principal  
Grades 06-08, Enrollment 278 (2<sup>nd</sup> month 2011-2012 enrollment report)

**WESTEST 2011-2012**

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	256	277	275	99.27	46.85	Yes	Confidence Interval	✓
White	256	277	275	99.27	46.85	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	51	53	52	98.11	20.00	Yes	No	X
Low SES	179	197	195	98.98	46.89	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	256	277	275	99.27	45.27	Yes	Confidence Interval	✓
White	256	277	275	99.27	45.27	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	51	53	52	98.11	14.00	Yes	No	X
Low SES	179	197	195	98.98	41.24	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 96.5%**

GUYAN VALLEY MIDDLE SCHOOL

**Adequate Yearly Progress (AYP) Information by Class**

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	104	96	104	96	100.00	33.33	16.67	25.00	21.88	3.13	50.00
07	87	81	87	81	100.00	32.10	16.05	27.16	18.52	6.17	51.85
08	86	79	84	77	97.67	46.75	15.58	9.09	23.38	5.19	37.66

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	104	96	104	96	100.00	22.92	28.13	23.96	16.67	8.33	48.96
07	87	81	87	81	100.00	19.75	30.86	24.69	20.99	3.70	49.38
08	86	79	84	77	97.67	33.77	29.87	15.58	15.58	5.19	36.36

Enr. - Enrollment  
FAY - Full Academic Year  
Part. - Participation

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### 5.1.1. Achievement.

Guyan Valley Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts for two consecutive years, and in the economically disadvantaged (SES) subgroup in reading/language arts for the 2011-2012 school year. Guyan Valley Middle School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts, and in the SES subgroup in mathematics only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient and apply interventions to improve achievement of all students.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 were as follows.

#### Mathematics

AS (+3.83 percent)  
W (+3.83 percent)  
SE (+8.24 percent)  
SES (+6.10 percent)

#### Reading/Language Arts

AS (-0.14 percent)  
W (-0.14 percent)  
SE (+4.20 percent)  
SES (-0.55 percent)

The following professional development and/or training opportunities were provided.

1. PLC Training.
2. Making Middle Grades Work.
3. Dealing with Difficult People.
4. Developing a Vision.
5. Developing Core Values and Beliefs.
6. Instructional Practices Inventory.
7. Worksheets Don't Grow Dendrites.
8. Rigor, Relevance, and Relationships Framework.
9. Model Schools Conference.
10. Acuity.
11. WV Writes.
12. iPad and Microsoft Software.
13. Educator Evaluation Training.
14. Cultural Typology.
15. School Improvement Grant.
16. Common Core Standards.
17. Support for Personalized Learning.
18. Mathematics Coaching/Literacy.
19. Beginning Teacher Academy.

## 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.

- 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.

- 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.

##### 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.

- 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.

- 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.

## **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.

## 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.

### **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.

### **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.