



EDUCATION PERFORMANCE AUDIT REPORT

FOR

TUG VALLEY HIGH SCHOOL

MINGO COUNTY SCHOOL SYSTEM

SEPTEMBER 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Tug Valley High School in Mingo County was conducted March 20, 2013. 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

TEAM MEMBERS

Name	Title	School/County
Barry W. Crist	Principal Institute of Technology	Fayette Institute of Technology Fayette County
Carrie B. Reeves	High School Assistant Principal	Sherman High School Boone County
Clyde P. Stepp	Retired High School Principal	Liberty High School Raleigh County
Dr. Brenda H. Wells	Director	Braxton County

SCHOOL PERFORMANCE

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

54 MINGO COUNTY

Randy Keathley, Superintendent

507 TUG VALLEY HIGH SCHOOL – Needs Improvement

Johnny Branch, Principal

Grades 09-12, Enrollment 382 (2nd 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
Mathematics								
All	88	94	89	94.68	26.50	Yes	No	X
White	86	92	87	94.56	27.16	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	14	13	92.85	20.00	NA	NA	NA
Low SES	46	50	46	92.00	28.57	No	NA	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	88	94	89	94.68	38.55	Yes	Confidence Interval	✓
White	86	92	87	94.56	38.27	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	14	13	92.85	0.00	NA	NA	NA
Low SES	46	50	46	92.00	28.57	No	NA	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Needs to Improve

Graduation Rate = 68.1%

54 MINGO COUNTY
 Randy Keathley, Superintendent
507 TUG VALLEY HIGH SCHOOL – Passed
 Johnny Branch, Principal
 Grades 09-12, Enrollment 410 (2nd 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
Mathematics								
All	95	101	95	94.05	39.32	By Average	Confidence Interval	✓
White	94	100	94	94.00	38.63	By Average	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	52	55	53	96.36	30.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	95	101	97	96.03	39.56	Yes	Confidence Interval	✓
White	94	100	96	96.00	38.88	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	52	55	53	96.36	30.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 69.3%

NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED 2012-2013			
High School	Number of AP® Courses	Number of Honors Courses	Number of College Credit Courses
Tug Valley High	7	16	2

Source: Course information provided by principal Tug Valley High School.

Advanced Placement Courses and Enrollment: AP® Calculus (4), AP® Statistics (3), AP® US History (31), AP® English Language (14), AP® English Literature (17), AP® Music Theory (6), AP® Government and Politics (20).

Honors Courses and Enrollment: Honors Trigonometry (9), Honors Algebra II (10), Honors Geometry (22), Honors World History (26), Honors Biology (15), Honors Chemistry (13), Honors Pre-Calculus (9), Honors English 9 (26), Honors English 10 (16), Honors Advanced Psychology (26), Honors Leadership (10), Honors Wealth Management (12), Honors Principles of Business (10), Honors Business Economics (10), Honors Principles of Marketing (3), Honors Principles of Finance (3).

College Credit Courses and Enrollment: Art Appreciation (5), Computer Science 102 (2).

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)					
Tug Valley High	2007-08	2008-09	2009-10	2010-11	2011-12
10 th Grade Test Takers (%)	0.0%	0.0%	0.0%	0.0%	0.0%
11 th Grade Test Takers (%)	12.9%	4.2%	5.5%	5.0%	8.4%
12 th Grade Test Takers (%)	9.4%	0.0%	3.2%	3.7%	0.0%
Test Takers (#) with a score of 3 or higher	4	0	0	1	1

Tug Valley High School must investigate means to increase the number of advanced placement (AP®) test takers and improve methods to prepare students to score 3 or higher on the test.

ESTIMATED COLLEGE GOING RATE FALL 2012		
	Number of High School Graduates 2011-2012	Overall College Going Rate Percentage
State	18,335	56.4%
Mingo County	275	47.6%
Tug Valley High	95	46.3%

Source: West Virginia College Going Rates By County and High School Fall 2012, West Virginia Higher Education Policy Commission.

The overall college going rate for Tug Valley High School fell slightly behind that of Mingo County, and significantly below that of the State.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2012					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,708	1,341	17.40%	2,222	28.83%
Mingo County	104	37	35.58%	56	53.85%
Tug Valley High School	24	4	16.70%	10	41.70%

The percentage of Tug Valley High School students enrolled in Developmental English college courses at 16.70 percent was lower than the State (17.40 percent) and substantially lower than Mingo County (35.58 percent). The percentage of Tug Valley High School students enrolled in Developmental Mathematics at 41.70 percent was higher than the State (28.83 percent) and lower than Mingo County (53.85 percent).

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Tug Valley High School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups and apply interventions to improve achievement of all students.

Tug Valley High School saw gains in student achievement in all subgroups in mathematics and reading/language arts, with the greatest gains in the all students (AS) subgroup and the racial/ethnicity white (W) subgroup in mathematics, with 12.82 percent and 11.47 percent increases, respectively.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are depicted below.

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	26.50	39.32	+12.82
Racial/Ethnicity White (W)	27.16	38.63	+11.47
Economically Disadvantaged(SES)	28.57	30.00	+1.43
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	38.55	39.56	+1.01
Racial/Ethnicity White (W)	38.27	38.88	+0.61
Economically Disadvantaged (SES)	28.57	30.00	+1.43

The following professional development and/or training opportunities were provided as reported by the principal.

1. Five-Year Strategic Plan Goals.
2. Global 21.
3. WVEIS on the Web.
4. Teacherease.
5. West Virginia Writes.
6. Acuity.
7. Educational Impact Formative Assessment.
8. Thinkfinity.
9. Initiating and Expanding Truancy Courts.
10. Phase II Technology Training.
11. Career Technology Education Conference.

12. Next Generation Standards.
13. Soliday System.
14. Online Statewide Technology Conference.
15. WESTEST2 Data Analysis.
16. West Virginia Board of Education Policy 4373.
17. Suicide Prevention.
18. Teaching with Poverty in Mind.
19. Orientation and Mobility Training for Visually Impaired.
20. TechSteps.
21. ACT Plan and Explore.
22. Developmental Guidance and Counseling.
23. Generating Math Talks and Effective Questioning Strategies.
24. Read 180.
25. High School Science in the 21st Century.
26. Student Assistance Team Training.
27. WESTEST2 Writing Assessment.
28. Math Tools and Vertical Teaming.
29. Using Schoology.
30. Global 21 Performance Assessment Webinar.
31. New Instructional Strategies and Technology Integration.
32. APTA Training.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Tug Valley High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.4. Instruction.** The Team commended the strong collaboration between the English and social studies classes. These teachers worked together to foster this relationship and teachers reported noticeable increases in student abilities since this relationship had been initiated. Students reportedly increased their study skills and report-writing abilities due to this process.
- 7.8.1. Leadership.** The principal was knowledgeable and organized and had an excellent vision for the direction of the school. Teachers reported feeling supported and believed that the principal was guiding the school in the proper direction. The Team saw evidence of excellent leadership in organization and a thorough knowledge of the needs of the teachers and students and the actions that needed to be taken to correct prior discipline issues.

HIGH QUALITY STANDARDS

The Education Performance findings of noncompliance (6.1.1 Curriculum based on content standards and objectives; 6.1.5 Instructional strategies; 6.1.7 Library/educational technology access and technology application; 6.1.8 Instructional materials; 6.1.9 Programs of study; 6.1.10 Approved elective offerings; 6.1.12 Multicultural activities; 6.1.13 Instructional day; 6.2.2 Counseling services 6.2.3 Lesson plans and principal feedback; 6.2.4 Data analysis; 6.6.3 Evaluation) presented in the February 2005 report had been corrected.

Necessary to Improve Performance and Progress.

7.1. 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)

The school was using students to work as office aides. Students ran errands and answered the telephone. This practice did not exhibit high educational expectations for students and did not provide a challenging curriculum. There was no direct instruction and no Content Standards and Objectives were being

covered. The potential of a violation of student privacy was present with the student aides in the office.

- 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)**

At least 70 percent of the lesson plans were incomplete and could not be followed by a substitute teacher. Lesson plans did not include enough information to teach the entire period in a majority of the classes.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

Tobacco use was evident in the boys' and girls' rest rooms.

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 Tug Valley High School in providing a thorough and efficient system of education. Mingo 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 Mingo 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.

Tug Valley High School was effectively utilizing their resources and was implementing the high quality professional development provided. A strong relationship existed between the school and the Mingo County Central Office and teachers stated that they were supported by the principal and the superintendent. Student achievement was increasing in all subgroups and the Team saw evidence buildingwide of excellent teaching strategies.

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 Tug Valley High 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.**

Tug Valley High School demonstrated the capacity to not only increase student achievement, but to provide an excellent learning environment that was educationally stimulating and safe in nature.

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

- 19.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority.

This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing “Need” for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (*Policy 6200 and Tomblin v. Gainer*)

The Facility Team identified facility resource needs which are presented in the Mingo County School System Report under 7.4.1. Regulatory agency reviews.

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.

The principal and staff of Tug Valley High School utilized formal and informal student data to identify areas of weakness in the school’s curriculum and made adjustments to correct the identified weaknesses. Teachers stated that the professional development provided was beneficial to enriching curriculum delivery and that the principal was instrumental in fostering a positive learning environment. The principal and staff reported that the Mingo County Central Office provided excellent support.