



**Office of Education  
Performance Audits**

**EDUCATION PERFORMANCE AUDIT PROGRESS REPORT**

**FOR**

**TYGARTS VALLEY MIDDLE/HIGH SCHOOL**

**RANDOLPH COUNTY SCHOOL SYSTEM**

**NOVEMBER 2008**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Tygarts Valley Middle/High School in Randolph County was conducted on April 3, 2008.

A Follow-up Education Performance Audit of Tygarts Valley Middle/High School in Randolph County was conducted October 7, 2008. The purpose of the follow-up was to check progress of the school and county in correcting the findings identified during the original Education Performance Audit.

## SCHOOL PERFORMANCE

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

### 75 RANDOLPH COUNTY

Susan Hinzman, Superintendent

### 503 TYGARTS VALLEY MIDDLE/HIGH SCHOOL – Needs Improvement

Steve Wamsley, Principal

Grades 06 - 12

Enrollment 556 (2006-2007 2<sup>nd</sup> month enrollment report)

### WESTEST 2006-2007

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	291	309	305	98.70	60.62	Yes	Confidence Interval	✓
White	290	308	304	98.70	60.83	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	178	188	186	98.93	52.84	Yes	No	✗
Spec. Ed.	41	44	42	95.45	10.25	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	291	309	306	99.02	73.26	Yes	Averaging	✓
White	290	308	305	99.02	73.17	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	178	188	186	98.93	69.31	Yes	Confidence Interval	✓
Spec. Ed.	41	44	44	100.00	26.82	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Graduation Rate = 82.4%**

**75 RANDOLPH COUNTY**  
Susan Hinzman, Superintendent

**503 TYGARTS VALLEY MIDDLE/HIGH SCHOOL – Needs Improvement**

Steve Wamsley, Principal

Grades 06 - 12

Enrollment 540 (2007-2008 2<sup>nd</sup> month enrollment report)

**WESTEST 2007-2008**

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	279	298	293	98.32	61.81	Yes	Confidence Interval	✓
White	277	295	290	98.30	61.90	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	158	168	164	97.61	51.94	Yes	No	✗
Spec. Ed.	39	41	40	97.56	13.15	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	279	298	292	97.98	72.62	Yes	Confidence Interval	✓
White	277	295	289	97.96	72.42	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	158	168	163	97.02	64.05	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	39	41	39	95.12	18.91	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Graduation Rate = 82.9%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard.

#### 5.1.1. Achievement.

Tygarts Valley Middle/High School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the economically disadvantaged (SES) subgroup. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the November 2007 State Board meeting.

Tygarts Valley Middle/High School achieved AYP in the all students (AS) subgroup and the racial/ethnicity white (W) subgroup in mathematics and reading/language arts only by application of the confidence interval and/or averaging and in the economically disadvantaged (SES) subgroup in reading/language arts by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 6 – 35.90 percent in mathematics and 25.64 percent in reading; Grade 7 – 44.64 percent in mathematics; Grade 8 – 42.31 percent in mathematics and 27.85 percent in reading; Grade 10 – 36.00 percent in mathematics and 29.33 in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Statewide Writing Assessment revealed a deficiency at Grade 7. West Virginia had 76 percent of the students at or above mastery, as compared to 71 percent for Randolph County and 60 percent for Tygarts Valley Middle/High School. The school must continue to address this issue by implementing a schoolwide approach for instruction in writing and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.

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

1. Whiteboard Technology.
2. Kaplan Reading and Mathematics.
3. WebPage.
4. Differentiated Instruction.
5. Inclusion.
6. WESTEST Data Analysis

**FOLLOW-UP REVIEW**

**STANDARD NOT MET.** Tygarts Valley Middle/High School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup for mathematics. The percent proficient declined from 52.84 percent to 51.94 percent in this cell. The school again 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 reading/language arts only by application of the confidence interval and/or averaging.

**EDUCATION PERFORMANCE AUDIT**

**HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. – SES)**

**7.1. Curriculum**

**7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

One special education class was located away from the general education classes and was housed in a school concession stand. The Team determined that the classroom was not conducive to the learning process due to its location and the environment of the room.

**FOLLOW-UP REVIEW**

**PROGRESSING; NOT OPTIMAL CONDITIONS.** The special education classroom remained in the same location; however, a middle school reading class was relocated next door to satisfy the requirements. A curtain now divides the special education classroom from the concession area.

**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)**

Many of the high school classes were mainly teacher directed instruction. Lecture and worksheets were the only instructional strategies that the Team observed in at least six classes.

**FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** The mathematics teachers and one Grade 11 language arts teacher did not exhibit differentiated instruction in the classroom. Instruction in these classrooms was mainly teacher directed instruction with little variation for student input. The Grade 11 class was disorganized and five students were off task during the observation period without being redirected by the teacher.

- 7.1.9. **Programs of study.** Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

Advanced Placement (AP) and honors courses were not provided.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The principal stated that no students had requested Advanced Placement (AP) classes; therefore, none are in place. Plans were in place to offer any AP classes that the students requested through Virtual School.

- 7.1.11. **Guidance and advisement.** Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

Neither of the two guidance counselors were meeting with students at least 75 percent of the time. This was reported by the counselors.

**FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** Neither of the two guidance counselors could verify 75 percent direct student contact. The high school counselor had no guidance log and was hesitant to give an estimate. The middle school counselor provided a guidance log that showed approximately 29 percent direct student contact.

- 7.1.13. **Instructional day.** Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Grade 6 students were the only students to report to school the first day of the 2007-2008 school year. This did not provide the minimum 180 instructional days required.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** All grade levels reported to classes the first day.

**7.2. Student and School Performance**

- 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)

The school was using Tech Paths for the lesson plan format. This program was too general to be used as a daily lesson plan and at least seven teachers stated that they wrote separate lesson plans to be used to instruct their classes. Teachers stated that the lesson plans overall were ineffective and did not meet the needs of individual classes and students.

**FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** While Tech Paths is now not required, lesson plan quality remained a concern. Three science teachers, two mathematics teachers, and three language arts teachers had inadequate lesson plans that could not be followed by a substitute teacher. The Team observed comments by the administration on some of the lesson plans throughout the building.

- 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)

One third of the teachers interviewed stated that they reviewed WESTEST data one time before school started and had not looked at the data since. It was evident that WESTEST data were not integral in identifying and assisting students who were below the mastery level.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** Teachers and the principal stated that they had examined the WESTEST data twice as a group and on other occasions individually as of the date of the progress report. Teachers could articulate the students' needs based on WESTEST results.



## 7.6. Personnel

**7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

One football coach's evaluation had not been signed by the coach.

### FOLLOW-UP REVIEW

**COMPLIANCE.** No written observations had been completed by the date of the progress monitoring (10/06/08); however, a list of teachers to be observed was shown by the principal and assistant principal. The Team strongly recommended that the administration begin earlier on this process as 12 teachers need an observation on or before 11/01/08.

**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 was hired in November but did not have a mentor assigned.

### FOLLOW-UP REVIEW

**NONCOMPLIANCE.** The half-time physical education teacher did not have a mentor assigned.

## 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)

Smokeless tobacco use was evident in the boys' rest room on the high school side on the first floor.

### FOLLOW-UP REVIEW

**COMPLIANCE.** No tobacco use was evident the day of the progress monitoring. The school had won the Sue Neitroy Wilson award for steps in combating tobacco use and was voted the Most Outstanding RAZE Program in RESA VII.

## **7.8. Leadership**

- 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Due to the number and nature of deficiencies found at Tygarts Valley Middle/High School, the Team determined that technical assistance from the central office administration, the West Virginia Department of Education, and RESA VII be provided to assist the building administrator in the school's operation.

### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** While some strides had been made to address the deficiencies from the original Education Performance Audit, the Team believed that the administration needed assistance and guidance in eliminating the Education Performance Audit deficiencies found at the school.

## 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 Tygarts Valley Middle/High School in providing a thorough and efficient system of education. Randolph 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 Randolph 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.**

WESTEST data analysis must be an integral component of the school and the data must drive the curriculum to increase student achievement. It would be extremely difficult to improve student achievement if data are not regularly reviewed. The Team believed that this issue is a major cause of the lower WESTEST scores and the staff must apply data analysis into improvement strategies.

Lesson planning must improve at the school. Daily lessons must contain steps to implement the plan of the day and contain materials above and beyond the classroom text. It is essential that lesson plans directly address student needs.

Research and student surveys indicate that varied instructional strategies appeal to students and are more effective in promoting student learning. To this end, it is important that lessons are high quality and actively include student participation. The Team believed that the practice of teacher directed instruction may be leading to the lower graduation rate.

### FOLLOW-UP CONCLUSION

**While teachers were aware of the WESTEST results, additional work needed to be done to ensure that adequate lesson planning and varied instructional strategies are implemented and maintained buildingwide. The principal must observe and evaluate all classes and ensure that all students have access to high quality instruction and varied instructional strategies that will close the achievement gap.**

## **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 Tygarts Valley Middle/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.**

This is the first year for the principal at the building. The Team believed that the principal has the ability to correct the issues; however, given the high number of deficiencies, it is imperative that he receive assistance from the Randolph County Central Office, RESA VII, the West Virginia Department of Education, and the West Virginia Center for Professional Development.

### **FOLLOW-UP CONCLUSION**

**While the principal is now in his second full year, the Team believed that he and the assistant principal would benefit from additional assistance from the West Virginia Department of Education, RESA VII, and the West Virginia Center for Professional Development in ensuring that all classes provide high quality instruction to allow all students to learn. The administration has had nearly four school months to correct the deficiencies found in the original Education Performance Audit and the Team was concerned at the number of deficiencies that had not been corrected.**

## 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*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 19.1.1. School location.** The school site was not 15 acres, plus one acre for each 100 students over 800. The location was not removed from undesirable noise and traffic, and sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope.
- 19.1.5. Library/media and technology center.** Recordings were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have chalkboards, bulletin boards, and a ceramic kiln.
- 19.1.12. Grades 7-12 auditorium/stage.** The middle school stage did not have acoustical panels, film screens, or controlled illumination.
- 19.1.14. Food service.** Chalkboard, bulletin board, and locker/dressing rooms were not available.

**19.1.16. Grades 7-12 vocational.** A copier, display and map rail, and room darkening provisions were not available for business education.

**FOLLOW-UP CONCLUSION**

**All resource items remained the same as in the original Education Performance Audit.**

## **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.

Given the achievement levels of students in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts, Tygarts Valley Middle/High School and Randolph County must implement high yield instructional practices and instruction that will improve students' achievement. Randolph County must actively pursue assistance from RESA VII, the West Virginia Department of Education, and the West Virginia Center for Professional Development with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

### **FOLLOW-UP TEAM SUMMARY**

**Continued assistance from RESA VII, the West Virginia Department of Education, and the West Virginia Center for Professional Development must be sought to correct the deficiencies at the school. The building administration must conduct classroom observations and provide written feedback to teachers to effect change to ensure that all students receive high quality instruction.**

**Tygarts Valley Middle/High School has not demonstrated the minimal level of student performance and has not corrected the Office of Education Performance Audits noncompliances.**