



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**TYGARTS VALLEY MIDDLE/HIGH SCHOOL**

**RANDOLPH COUNTY SCHOOL SYSTEM**

**JULY 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Tygarts Valley Middle/High School in Randolph County was conducted April 30, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters as it considers necessary to improve performance and progress to meet the standard.

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, Office of Institutional Education Programs – Jared B. Hughes, Coordinator

West Virginia Department of Education, Office of Instructional Technology – Lori Whitt, Coordinator

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Jack A. Cain	Principal	Cameron High School Marshall County
C. Steve Malnick	Principal	Monongah Middle School Marion County
Clyde P. Stepp	Retired Principal	Liberty High School Raleigh County
Kelly D. Waggoner	Principal	Ritchie County High School Ritchie County
Thomas N. Wood	General Supervisor	Marshall County

## SCHOOL PERFORMANCE

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

### 75 RANDOLPH COUNTY

Terrence George, Superintendent

### 503 TYGARTS VALLEY MIDDLE/HIGH SCHOOL – TRANSITION

Steve Wamsley, Principal

Grades 06-12, Enrollment 462

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 Tygarts Valley Middle/High 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 Tygarts Valley Middle/High School.

Designation:	TRANSITION	Next Year’s Target:	46.5721
Index Score:	39.0363	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	42.3796	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

### Supporting Data

Proficiency (35% of the index score)	5.73
Achievement Gaps Closed (20% of the index score)	6.76
Observed Growth (5% of the index score)	1.41
Adequate Growth (10% of the index score)	1.00
<u>Graduation Rate (30% of the index score)</u>	<u>24.14</u>
Total Accountability Index (out of 100)	39.04

The West Virginia Accountability Index targets were 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 were set with a goal of all high schools in West Virginia reaching 71.7260 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Tygarts Valley Middle/High School did not achieve the Accountability Index Target for the 2012-2013 school year. When considering the index target of 46.57 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 39.04, Tygarts Valley Middle/High School has a steep trajectory to achieve both the short term and long term targets. A significant gap exists between current performance of each subgroup and the target of 75 percent.

- Tygarts Valley Middle/High School earned 39.04 of 100 possible points for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 42.38 for 2013 and is 46.57 for 2014).
- At least 50 percent of the subgroups at Tygarts Valley Middle/High School met the targets in mathematics and reading.
- Tygarts Valley Middle/High School acquired 5.73 of 35 possible points for proficiency.
- Tygarts Valley Middle/High School acquired 6.76 of 20 possible points for closing the achievement gap.
- Tygarts Valley Middle/High School acquired 1.41 of 5 possible points for observed growth.
- Tygarts Valley Middle/High School acquired 1.00 of 10 possible points for adequate growth.
- Tygarts Valley Middle/High School acquired 24.14 of 30 possible points for graduation rate.

**TYGARTS VALLEY MIDDLE/HIGH SCHOOL**  
**Grade-Level Proficiency Data**  
**School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
5	White	< 5%	> 95%	< 5%	< 5%	> 95%	< 5%
5	Special Education	< 5%	> 95%	< 5%	< 5%	> 95%	< 5%
5	Low Socioeconomic Status	< 5%	> 95%	< 5%	< 5%	> 95%	< 5%
5	Total	< 5%	> 95%	< 5%	< 5%	> 95%	< 5%
6	White	> 95%	63.24%	36.76%	> 95%	64.71%	35.29%
6	Hispanic	> 95%	< 5%	> 95%	> 95%	< 5%	> 95%
6	Special Education	90.91%	80.00%	20.00%	90.91%	> 95%	< 5%
6	Low Socioeconomic Status	> 95%	68.75%	31.25%	> 95%	70.83%	29.17%
6	Total	> 95%	62.32%	37.68%	> 95%	63.77%	36.23%
7	White	> 95%	70.97%	29.03%	> 95%	62.90%	37.10%
7	Hispanic	> 95%	> 95%	< 5%	> 95%	< 5%	> 95%
7	Special Education	> 95%	77.78%	22.22%	> 95%	88.89%	11.11%
7	Low Socioeconomic Status	> 95%	78.26%	21.74%	> 95%	60.87%	39.13%
7	Total	> 95%	71.43%	28.57%	> 95%	61.90%	38.10%
8	White	> 95%	64.81%	35.19%	> 95%	68.52%	31.48%
8	Special Education	88.89%	> 95%	< 5%	88.89%	> 95%	< 5%
8	Low Socioeconomic Status	94.44%	73.53%	26.47%	94.44%	76.47%	23.53%
8	Total	> 95%	64.81%	35.19%	> 95%	68.52%	31.48%
11	White	> 95%	78.57%	21.43%	> 95%	67.86%	32.14%
11	Hispanic	> 95%	> 95%	< 5%	> 95%	> 95%	< 5%
11	Special Education	91.67%	> 95%	< 5%	91.67%	> 95%	< 5%
11	Low Socioeconomic Status	> 95%	84.37%	15.63%	> 95%	71.87%	28.13%
11	Total	> 95%	78.95%	21.05%	> 95%	68.42%	31.58%

**Graduation Rate = 77.42%**

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

## **Mathematics.**

- Grade 6 students with a proficiency rate of 37.68 percent proficient outperformed Grade 8 students (35.19 percent proficient), Grade 7 students (28.57 percent proficient), Grade 11 students (21.05 percent proficient), and Grade 5 students (less than 5 percent proficient).
- Grade 6 Hispanic students with a proficiency rate greater than 95 percent proficient outperformed Grade 7 and Grade 11 students (less than 5 percent proficient).
- Grade 7 special education students with a proficiency rate of 22.22 percent proficient outperformed Grade 6 students (20.00 percent proficient), and Grades 5, 8, and 11 students (each with less than 5 percent proficient).
- Grade 6 low socioeconomic students with a proficiency rate of 31.25 percent proficient outperformed Grade 8 students (26.47 percent proficient), Grade 7 students (21.74 percent proficient), Grade 11 students (15.63 percent proficient), and Grade 5 students (less than 5 percent proficient).

## **Reading/Language Arts.**

- Grade 7 students with a proficiency rate of 38.10 percent proficient outperformed Grade 6 students (36.23 percent proficient), Grade 11 students (31.58 percent proficient), Grade 8 students (31.48 percent proficient), and Grade 5 students (less than 5 percent proficient).
- Grades 6 and 7 Hispanic students with a proficiency rate greater than 95 percent proficient outperformed Grade 11 students (less than 5 percent proficient).
- Grade 7 special education students with a proficiency rate of 11.11 percent proficient outperformed Grades 5, 6, 8, and 11 students (each with less than 5 percent proficient).
- Grade 7 low socioeconomic students with a proficiency rate of 39.13 percent proficient outperformed Grade 6 students (29.17 percent proficient), Grade 11 students (28.13 percent proficient), Grade 8 students (23.53 percent proficient), and Grade 5 students (less than 5 percent proficient).

**TYGARTS VALLEY MIDDLE/HIGH SCHOOL  
Growth Model School Level Summary  
Results by Sub-Group**

*\*Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.*

Low	between 1-34th percentile
Typical	between 35th-65th percentile
High	between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	151 (42%)	99 (27%)	113 (31%)	43.0	33.5%	163 (45%)	120 (33%)	80 (22%)	39.0	36.4%
	County	819 (37%)	698 (31%)	700 (32%)	47.0	42.3%	853 (39%)	722 (33%)	637 (29%)	45.0	43.3%
	State	51,165 (35%)	45,256 (31%)	50,057 (34%)	50.0	45.1%	50,484 (35%)	45,076 (31%)	50,227 (34%)	50.0	48.7%
Hispanic Sub-Group	School	*	*	*	21.0	33.3%	*	*	*	19.0	66.7%
	County	*	*	*	69.0	47.4%	*	*	*	29.0	47.4%
	State	590 (36%)	523 (32%)	539 (33%)	49.0	39.4%	511 (31%)	500 (31%)	627 (38%)	54.0	44.8%
White Sub-Group	School	149 (41%)	99 (28%)	112 (31%)	43.0	33.5%	161 (45%)	119 (33%)	80 (22%)	39.0	36.1%
	County	786 (37%)	679 (32%)	669 (31%)	47.0	42.3%	821 (39%)	695 (33%)	614 (29%)	45.0	43.4%
	State	47,034 (35%)	41,704 (31%)	46,085 (34%)	50.0	45.7%	46,584 (35%)	41,462 (31%)	46,170 (34%)	50.0	49.2%
Spec.Ed Sub-Group	School	26 (43%)	19 (31%)	16 (26%)	38.0	9.1%	27 (44%)	26 (43%)	8 (13%)	39.0	3.0%
	County	131 (44%)	104 (35%)	65 (22%)	39.0	18.2%	124 (41%)	110 (37%)	65 (22%)	40.0	12.1%
	State	7,956 (43%)	5,628 (31%)	4,781 (26%)	41.0	18.3%	7,406 (41%)	5,488 (30%)	5,291 (29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	125 (41%)	80 (26%)	97 (32%)	45.0	38.6%	136 (45%)	94 (31%)	72 (24%)	39.0	43.4%
	County	688 (36%)	594 (31%)	635 (33%)	49.0	46.8%	729 (38%)	612 (32%)	572 (30%)	46.0	49.1%
	State	43,209 (34%)	39,628 (31%)	45,276 (35%)	51.0	49.6%	43,078 (34%)	39,588 (31%)	44,936 (35%)	51.0	54.2%
LSES Sub-Group	School	103 (46%)	59 (26%)	62 (28%)	36.0	25.3%	100 (45%)	78 (35%)	46 (21%)	39.0	30.0%
	County	435 (41%)	335 (32%)	284 (27%)	42.0	37.1%	428 (41%)	342 (33%)	281 (27%)	43.0	36.7%
	State	26,545 (38%)	21,619 (31%)	22,119 (31%)	47.0	37.5%	25,763 (37%)	21,435 (31%)	22,576 (32%)	47.0	40.7%
Non-LSES Sub-Group	School	48 (35%)	40 (29%)	51 (37%)	50.0	46.9%	63 (45%)	42 (30%)	34 (24%)	39.0	46.9%
	County	384 (33%)	363 (31%)	416 (36%)	52.0	54.1%	425 (37%)	380 (33%)	356 (31%)	47.0	58.1%
	State	24,620 (32%)	23,637 (31%)	27,938 (37%)	52.0	58.1%	24,721 (33%)	23,641 (31%)	27,651 (36%)	52.0	62.5%
Male Sub-Group	School	93 (48%)	49 (26%)	50 (26%)	35.0	32.0%	92 (48%)	62 (32%)	38 (20%)	36.0	24.6%
	County	446 (39%)	344 (30%)	344 (30%)	46.0	44.0%	459 (41%)	349 (31%)	319 (28%)	44.0	36.7%
	State	27,113 (37%)	22,439 (30%)	24,615 (33%)	48.0	44.3%	27,485 (37%)	22,259 (30%)	24,047 (33%)	47.0	41.0%
Female Sub-Group	School	58 (34%)	50 (29%)	63 (37%)	50.0	35.2%	71 (42%)	58 (34%)	42 (25%)	40.0	49.7%
	County	373 (34%)	354 (33%)	356 (33%)	49.0	40.5%	394 (36%)	373 (34%)	318 (29%)	47.0	50.3%
	State	24,052 (33%)	22,817 (32%)	25,442 (35%)	51.0	45.9%	22,999 (32%)	22,817 (32%)	26,180 (36%)	52.0	56.9%

*\*Note: Schools are those schools that have at least a 4th grade.*

*\*Denotes cell size <20.*



The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup as compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low, typical, or high growth based on previous performance.

### **Mathematics.**

- All subgroups demonstrated typical growth in mathematics except the Hispanic subgroup which demonstrated low growth.
- 33.5 percent of the all subgroup was proficient in mathematics as indicated by the 2013 WESTEST2 data.
- 33.5 percent of the white subgroup was proficient.
- 9.1 percent of the special education subgroup was proficient compared to the non-special education subgroup (38.6 percent proficient), which indicated a 29.5 percent achievement gap.
- 25.3 percent of the low-socioeconomic subgroup was proficient compared to the non-low socioeconomic subgroup (46.9 percent proficient), which indicated a 21.6 percent achievement gap.
- 35.2 percent of the female subgroup was proficient in mathematics compared to the male subgroup (32.0 percent proficient), which indicated a 3.2 percent achievement gap.

### **Reading/Language Arts.**

- All subgroups demonstrated typical growth in reading/language arts except the Hispanic subgroup which demonstrated low growth.
- 36.4 percent of all students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- 36.1 percent of the white subgroup was proficient in reading/language arts.
- 3.0 percent of the special education subgroup was proficient compared to the non-special education subgroup (43.4 percent proficient), which indicated a 40.4 percent achievement gap.
- 30.0 percent of the low socioeconomic subgroup was proficient compared to the non-low socioeconomic subgroup (46.9 percent proficient), which indicated a 16.9 percent achievement gap.
- 49.7 percent of the female subgroup was proficient compared to the male subgroup (24.6 percent proficient), which indicated a 25.1 percent gap.

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS**

Analysis of the data indicated that Tygarts Valley Middle/High School's index score of 39.0363 was below the index target for 2012-2013 (42.3796). Overall, achievement scores were higher in reading/language arts than in mathematics. The data indicated a need to provide support to the staff in both mathematics and reading/language arts to improve student achievement.

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

1. Agriculture in the Classrooms.
2. TechSteps Training.
3. Houghton Mifflin Social Studies Adoption.
4. West Virginia Auditor's Office Finance University.
5. Southern Regional Education Board High Schools That Work Conference.
6. Globaloria.
7. Advance Placement Summer Institute.
8. West Virginia State Technology Conference.
9. Grades 6-8 Mathematics Next Generation Standards.
10. Grades 6-8 STAR Mathematics Training.
11. Grades 6-8 English Language Arts Next Generation Standards.
12. Grades 9-12 Mathematics Next Generation Standards.
13. Grades 6-12 Social Studies Next Generation Standards.
14. Grades 9-12 English Language Arts Next Generation Standards.
15. Online Writing Assessment.
16. WESTEST2 Training.
17. Accelerated Reader Program Training.

## ACT EXPLORE Assessment Results

The ACT EXPLORE Test is designed to assess middle school students' general educational development and their complex, critical thinking skills. The tests cover four curriculum areas: English, mathematics, reading, and science reasoning. In addition, information about students' educational career plans, interest, high school course work plans and self-identified needs for assistance is gathered and reported.

The purpose of this assessment is to provide career awareness exploration activities; also, the results are used by students in Grade 8 to develop their individualized plans for Grades 9 and 10. Assessment results assist students, parents and educators in decision-making about educational career plans, interests and high school course work plans. ACT EXPLORE scores provide early indicators of whether students are on track for college. When students are not meeting the national benchmarks, teachers can use this information in a timely manner to focus on areas of need.

Benchmarks: English: 13      Reading: 15      Math: 17      Science: 20

<b>ACT EXPLORE RESULTS</b>			
<b>Grade 8</b>			
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
English WV	14.1	14.1	14.3
English Randolph County	14.1	13.6	13.6
English Tygarts Valley Middle/High	13.9	13.5	11.6
Mathematics WV	14.8	14.6	14.8
Mathematics Randolph County	14.5	13.8	14.1
Mathematics Tygarts Valley Middle/High	14.9	13.7	13.5
Reading WV	14.1	14.0	14.0
Reading Randolph County	14.5	14.1	14.0
Reading Tygarts Valley Middle/High	13.6	14.0	13.2
Science WV	15.9	15.8	16.0
Science Randolph County	16.1	15.6	16.2
Science Tygarts Valley Middle/High	15.4	15.4	15.3
Composite WV	14.8	14.8	14.9
Composite Randolph County	14.9	14.4	14.6
Composite Tygarts Valley Middle/High	14.5	14.2	13.5

Source: [http://wvde.state.wv.us/oaa/EXPLORE/EXPLORE\\_index.html](http://wvde.state.wv.us/oaa/EXPLORE/EXPLORE_index.html)

The ACT EXPLORE trend data over the past three years indicated decreases in English, mathematics, reading, and science and the overall composite score from 2010-2011 to 2012-2013. The national benchmark scores are indicated above the chart. The 2012-2013 ACT EXPLORE results showed that Tygarts Valley Middle/High School scored significantly below the benchmark in all areas. Students scored lower than the State and county averages in all areas.

## ACT PLAN Assessment Results

The ACT PLAN® is designed to provide Grade 10 students with measures of their attainment of knowledge and complex critical thinking skills acquired in the early years of high school. Assessment results assist students, parents, and educators in decision-making about educational career plans, interests, and high school course work plans. The test covers four content areas: English, mathematics, reading, and science reasoning. The composite score is the average of the scale scores from the four areas.

ACT PLAN® results provide Grade 10 students with an indication of their educational progress within the context of their post-high educational and career plans. The results from PLAN® can be used to make selections in students' coursework to help ensure that they are prepared for their postsecondary plans. West Virginia Board of Education Policy 2510: *Assuring the Quality of Education – Regulations for Education Programs* requires students to choose career majors and to create the second part of their individual student transition plans establishing a career major by the end of Grade 10. Results from PLAN can be used by tenth graders to develop their individual transition plans for grades eleven through post-secondary.

The ACT PLAN® serves as the midpoint measure of academic progress in ACT's College and Career Readiness System, and ACT researchers found that PLAN® test scores are good predictors of success on related Advanced Placement® courses.

Benchmarks: English: 15      Mathematics: 19      Reading: 17      Science: 21

<b>ACT PLAN RESULTS</b>			
<b>Grade 10</b>			
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
English WV	16.3	16.0	16.2
English Randolph County	15.8	15.9	16.4
English Tygarts Valley Middle/High	15.1	14.5	15.2
Mathematics WV	16.2	16.4	16.4
Mathematics Randolph County	16.1	16.2	15.8
Mathematics Tygarts Valley Middle/High	15.6	15.1	14.7
Reading WV	16.1	16.1	16.4
Reading Randolph County	16.1	15.8	16.6
Reading Tygarts Valley Middle/High	15.6	14.7	15.7
Science WV	17.3	17.3	17.4
Science Randolph County	16.7	17.2	17.3
Science Tygarts Valley Middle/High	16.7	16.0	16.7
Composite WV	16.6	16.6	16.7
Composite Randolph County	16.1	16.4	16.7
Composite Tygarts Valley Middle/High	15.7	15.1	15.7

Source: <http://wvde.state.wv.us/oaa/actplan.html>

The ACT PLAN trend data over the past three years indicated a decrease in mathematics, an increase in English and reading, and steady scores in science and the composite score from 2010-2011 to 2012-2013. The national benchmark scores are indicated above the chart. The 2012-2013 ACT PLAN results showed that Tygarts Valley Middle/High School scored above the national benchmark in English and below the benchmark in mathematics, reading, and science. Students scored lower than the State and county averages in all areas.

<b>NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED (2013-2014)</b>			
High School	Number of AP® Courses	Number of Honors Courses	Number of College Credit Courses
Tygarts Valley Middle/High	3	9	8

AP® Courses Offered: AP® US History, AP® Environmental Science, and AP® English Language Arts 11.

Honors Courses Offered: Geometry, History, Biology, World History 1900, Physical Science, English Language Arts 9, English Language Arts 10, Chemistry, and Trigonometry.

College Credit Courses Offered: Biology, English Language Arts 12, Algebra, Trigonometry, American Government, Calculus A, Calculus B, Desktop Publishing.

<b>ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)</b>				
Tygarts Valley Middle/High	2009-10	2010-11	2011-12	2012-13
10 <sup>th</sup> Grade Test Takers (%)	3.3%	2.5%	0.0%	0.0%
11 <sup>th</sup> Grade Test Takers (%)	30.0%	44.4%	52.1%	16.9%
12 <sup>th</sup> Grade Test Takers (%)	10.9%	12.3%	5.6%	0.0%
10 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	NA	0.0%	0.0%	0.0%
11 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	NA	16.6%	11.1%	10.0%
12 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	NA	22.2%	0.0%	0.0%

\*NA – Not Available.

Tygarts Valley Middle/High School must increase the number of Grade 10-12 test takers and also the percentage of students scoring 3 or higher.

<b>AP® TEST TAKERS</b>	
Tygarts Valley Middle/High	2012-2013
Total # of test takers.	12
10 <sup>th</sup> Grade Test Takers (#) with a score of 3 or higher	0
11 <sup>th</sup> Grade Test Takers (#) with a score of 3 or higher	1
12 <sup>th</sup> Grade Test Takers (#) with a score of 3 or higher	0

Source: Provided by school principal.

While 12 students took the AP® test, only one student scored a 3 or higher. The principal and staff must investigate the reason students are not achieving at higher levels on the test and apply remedies to enable students to score at least 3 on the exam.

<b>Tygarts Valley Middle/High</b>	
<b>Year</b>	<b>Graduation Rate</b>
2010-2011	81.61%
2011-2012	80.00%
2012-2013	77.42%

Source: Data collected from NCLB Private Data Site and My School's Performance Site at <http://wvde.state.wv.us>

The graduation rate at Tygarts Valley Middle/High School declined from 81.61 percent in 2010-2011 to 77.42 percent in 2012-2013. The principal and staff, with assistance from local and State agencies, must implement programs to improve the graduation rate.

<b>ESTIMATED COLLEGE GOING RATE FALL 2012</b>		
	<b>Number of High School Graduates 2011-2012</b>	<b>Overall College Going Rate Percentage</b>
State	18,335	56.4%
Randolph County	275	52.7%
Tygarts Valley Middle/High	51	35.3%

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

Tygarts Valley Middle/High School's overall college going rate fall 2012 (35.3 percent) was substantially lower than Randolph County (52.7 percent) and the State (56.4 percent).

<b>HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2012</b>					
	<b>1<sup>st</sup> Time WV Freshmen Total #</b>	<b>English Total #</b>	<b>% in Developmental English</b>	<b>Mathematics Total #</b>	<b>% in Developmental Mathematics</b>
State	7,708	1,341	17.40%	2,222	28.83%
Randolph County	81	8	9.90%	20	24.70%
Tygarts Valley Middle/High	12	2	16.70%	3	25.00%

Tygarts Valley Middle/High School students enrolled in Developmental English at a dramatically higher rate than Randolph County, and slightly lower rate than the State. Tygarts Valley Middle/High School students enrolled in Developmental Mathematics classes at a slightly higher rate than Randolph County, and at a moderately lower rate than the State.

## EDUCATION PERFORMANCE AUDIT

### COMMENDATIONS

The Education Performance Audit Team reported that Tygarts Valley Middle/High School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

- 7.1.4. Instruction.** The administration and staff worked in non-traditional ways to meet the needs of all students. For example, one Grade 9 and two Grade 10 students at risk of dropping out were permitted to attend classes at the Randolph County Technical Center. Only upperclassmen were previously permitted to attend the center; however, it was in these students' best interest, so special permission was granted. These students proved successful in this setting. Also, the school arranged for funds normally paid for college credit classes to be redirected to help pay the tuition for these students' classes. With this arrangement, each student pays only \$132 for a three hour college course.
- 7.7.2. Policy implementation.** Tygarts Valley Middle/High School (TVMHS) had an active RAZE program. Hundreds of youth anti-tobacco promotions were developed and distributed by the school, and the club has been recognized as "outstanding" by a variety of organizations. The RAZE Crew at TVMHS was the overall State RAZE winner for three consecutive years and received first place recognition from the American Lung Association for seven consecutive years. During the 2013-2014 school year, TVMHS Senior RAZE Crew members won 11 scholarships of \$1000 each.



## HIGH QUALITY STANDARDS

### 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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

Both the middle school and high school had student office aides and student teacher aides. This practice did not exhibit high expectations as students were not challenged with a high quality curriculum during the entire class period. This practice also has the potential for a student to have access to confidential information.

One Grade 8 reading teacher did not exhibit high expectations for all students. Students were loud, off task, talking during class, and the teacher was not in control of the class. Little to no instruction occurred in this class during the Team observation.

#### 7.2. STUDENT AND SCHOOL PERFORMANCE.

**7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

Through interviews, the Team found that neither of the two guidance counselors were spending at least 75 percent of the work day in a direct counseling relationship with students. The high school counselor was meeting with students approximately 70 percent of the time; the middle school counselor was meeting with students approximately 55 percent of the time. Both counselors were assigned to lunch duty and were required to cover classes for absent teachers.

**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)**

All teachers did not prepare lesson plans in advance. At least six teachers had “snow day” written in plans, which was indicative of journaling. Lesson plans were not updated to adjust for lost instructional days.

One teacher had lesson plans for only the day of the Education Performance Audit. The teacher stated that the lesson plans had been left at home.

One teacher's lesson plans were incomplete and inadequate and could not be followed to maintain the flow of the class. The assistant principal did not provide feedback to the teacher on how to improve the plans.

## **7.7. SAFE, DRUG FREE, VIOLENCE FREE, AND DISCIPLINED SCHOOLS.**

**7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

When asked about schoolwide discipline rules, most teachers stated they had individual classroom rules. A schoolwide positive behavior intervention and support program was not provided. Students did not receive fair and consistent consequences from class to class based on the current school procedure.

## 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.**

While student achievement was low as indicated by the West Virginia Accountability Index (WVAI), the Team observed high quality instruction in a majority of the classrooms. The administration and staff of Tygarts Valley Middle/High School had completed a thorough data analysis and had implemented professional development to address the areas of weakness. The staff was eager to find additional methods and strategies to increase student achievement. The principal must continue to elicit assistance from the Randolph County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education for current research on research based programs that will assist in improving achievement.

A review of grade level student percent proficient showed less than 5 percent of Grade 5 students were proficient. This proficiency level provides compelling evidence for the school and county to conduct a curriculum audit at the Grade 5 level and earlier grade levels to assess curriculum needs and available resources and monitor student achievement.

## **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.

The school and students will receive additional support. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school systems may partner with the local RESA and others to provide professional development, technical assistance and interventions.

**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.**

### **Building Capacity - Transition School**

The Team determined that Tygarts Valley Middle/High School will need to develop the capacity to correct the deficiencies found at the school. Tygarts Valley Middle/High School met the target for participation rate and at least 50 percent of the subgroups met targets in mathematics and reading/language arts. The school failed to meet the index target due to low proficiency rates. The school will determine interventions and will be supported by the Randolph County Central Office. The school will complete a targeted strategic plan and will be monitored occasionally for progress. Technical assistance, professional development, and monitoring may be requested in conjunction with RESA 7. With an index score of 39.0363 and a target index of 42.3796, the staff of Tygarts Valley Middle/High School must strive to increase student achievement.

## 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 11 usable acres and was not removed from hazards and undesirable noise and traffic. (Did not adversely impact program and student performance.)

**19.1.11. Grades 6-12 science facilities.** The science facilities did not have a ventilation fume hood and a demo table. (May adversely impact program and student performance.)

## 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 staff and administration were well-versed on the results of the data analysis and were working collaboratively with the Randolph County Central Office and RESA 7 to provide a variety of programs and practices to increase student achievement. The principal must continue to monitor classroom instruction and ensure that all students are actively engaged and responsible for their learning. Continued reviews of both formal and informal data are essential to remain aware of the school and student needs. The principal identified strong teacher-leaders who could provide valuable resources to their peers. The staff of the Randolph County Central Office must provide support and assistance to ensure success of the Tygarts Valley Middle/High School staff in improving student achievement.

## EDUCATION PERFORMANCE AUDIT SUMMARY

Tygarts Valley Middle/High School's Education Performance Audit examined performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Tygarts Valley Middle/High School in improvement efforts.

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

7.1.2. High expectations.

7.2.2. Counseling services.

7.2.3. Lesson plans and principal feedback.

7.7.1. School rules, procedures, and expectations.

The Team identified two commendations (7.1.4. Instruction and 7.7.2. Policy implementation), noted an indicator of efficiency (8.1.1. Curriculum), offered capacity building resources, and noted an early detection and intervention concern.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Tygarts Valley Middle/High School and Randolph County 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.