

**OFFICE OF EDUCATION PERFORMANCE AUDITS**



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**PHILIP BARBOUR HIGH SCHOOL COMPLEX**

**BARBOUR COUNTY SCHOOL SYSTEM**

**APRIL 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Philip Barbour High School Complex in Barbour County on March 23, 2004.

A Follow-up Education Performance Audit of Philip Barbour High School was conducted March 9, 2005. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code '18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school "...does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education."

## EDUCATION PERFORMANCE AUDIT

### NONCOMPLIANCES

#### 5.1.1. Achievement.

This is the 1st year that Philip Barbour High School Complex did not attain adequate yearly progress (AYP) in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement was (SES) economically disadvantaged. In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Philip Barbour High School Complex and Barbour County were encouraged to revise the school and county Unified Improvement Plans when a subgroup is identified in any one year.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

#### FOLLOW-UP REVIEW

The Team determined that the Unified School Improvement Plan had been revised to address 5.1.1. Achievement following receipt of the WESTEST results in the spring of 2004 which showed the school did not make Adequate Yearly Progress (AYP) in the economically disadvantaged (SES) subgroup.

### 7.1. Curriculum

- 7.1.11. Approved elective offerings. An elective offering must be based on approved West Virginia Board of Education content standards and objectives or have written goals and objectives that are approved by the county board. (Policy 2510)

According to the principal, the following electives did not have approved Content Standards and Objectives (CSOs): Writing/Novel, Astronomy, Photography, Contemporary Issues, Civics, Lifetime Fitness, Skills Plus, Calculus, Psychology, and Agriculture Maintenance.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The Team reviewed the Barbour County Board of Education minutes of March 24, 2004 which showed approval of Content Standards and Objectives (CSOs) for all the local elective courses.

## 7.2. Student and School Performance

- 7.2.4. 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. (Policy 2510; Policy 5310)**

Through classroom observations the Team found that some teachers' lesson plans were incomplete and difficult to follow. One special education teacher's plans were incomplete and did not meet the needs of specially designed instruction. Special education students were watching a video of 1598-1900 on Russian history in a 20<sup>th</sup> Century America course, as was documented in the teacher's lesson plans.

### FOLLOW-UP REVIEW

**COMPLIANCE. The Team reviewed a sample of lesson plans and the principal's file containing checklists showing that teachers' lesson plans had been reviewed and commented upon each two weeks this school year.**

### RECOMMENDATIONS

- 5.1.1. Achievement.** Review of the 2002-2003 assessment data indicated that the percentage of students scoring in the 1st quartile in the economically disadvantaged (SES) subgroup was over 25 percent. Also, the percentage of students scoring in the top two quartiles in the SES subgroup was under 50 percent. The Team recommended that a concerted effort be made and specific strategies and programs be used to increase student performance.

### FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED.**

- 6.1.4. Presidential Physical Fitness Test.** Although the student passage rate on the Presidential Physical Fitness Test (PPFT) showed an increasing trend, the 19.78 percent for the 2002-2003 school year is very low. Philip Barbour High School Complex will be moving into its new facility within a few weeks after the date of the audit and the Team feels that the plans for the new physical education facility will help to address the PPFT issues. Therefore, the Team recommended that the school and county emphasize a physical education curriculum that encourages health and fitness, and monitor the program once it is moved to the new facility.

### FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED. The Presidential Physical Fitness Test (PPFT) score for the 2003-04 school year showed a 29 percent passage rate.**

**7.1.6. Instructional strategies.** Through observations and student interviews, the Team found that some teachers were not using a variety of instructional strategies. The Team recommended that in-service sessions be provided to help teachers to become aware of various instructional strategies that are to be used in the classroom.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

**7.1.8. Library/educational technology access and technology application.** Through a survey of the school's computers, the Team found that none of the computers had above Windows 98 for student use. The Team recommended that computers be upgraded to include Windows XP and staff development be provided for its use.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

## **BUILDING CAPACITY TO CORRECT DEFICIENCIES**

- 17.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Team determined that Philip Barbour High School Complex and Barbour County have the capacity to correct the identified deficiencies.

### **FOLLOW-UP CONCLUSION**

**The noncompliances listed in the report have been corrected.**

## **SCHOOL DISTRICT APPROVAL & SCHOOL ACCREDITATION STATUS**

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Barbour County School District and continue the **Conditional Accreditation** status of the Philip Barbour High School Complex with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).