

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HUNTINGTON HIGH SCHOOL**

**CABELL COUNTY SCHOOL SYSTEM**

**NOVEMBER 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Huntington High School in Cabell County on December 15, 2004.

A Follow-up Education Performance Audit of Huntington High School in Cabell County was conducted October 6, 2005. The purpose of the follow-up 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."

## SCHOOL PERFORMANCE 2003-2004

**12 CABELL COUNTY**  
William A. Smith, Superintendent  
**560 HUNTINGTON HIGH SCHOOL - Needs Improvement**  
Dr. Karen Oldham, Principal  
Grades 09 - 12  
Enrollment 1654

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	379	404	396	98.02	65.49	Yes	Yes	✓
White	324	346	339	97.98	68.45	Yes	Yes	✓
Black	47	49	48	97.96	41.30	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	161	174	170	97.70	48.40	Yes	Confidence Interval	✓
Spec. Ed.	70	77	76	98.70	18.84	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	379	404	396	98.02	80.32	Yes	Yes	✓
White	324	346	339	97.98	81.70	Yes	Yes	✓
Black	47	49	48	97.96	69.56	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	161	174	170	97.70	65.60	Yes	Confidence Interval	✓
Spec. Ed.	70	77	76	98.70	44.92	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year  
\* -- 0 students in subgroup  
\*\* -- Less than 10 students in subgroup

**Needs to Improve  
Graduation Rate = 71.1%**

## SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

### 12 CABELL COUNTY

William A. Smith, Superintendent

### 560 HUNTINGTON HIGH SCHOOL – Needs Improvement

Gregory T. Webb, Principal

Grades 09 - 12

Enrollment 1640

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	371	409	389	95.11	68.07	Yes	Yes	✓
White	317	342	325	95.02	71.19	Yes	Yes	✓
Black	42	53	52	98.11	36.58	Yes	NA	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	181	204	189	92.64	54.16	By Average	Confidence Interval	✓
Spec. Ed.	65	73	67	91.78	30.00	By Average	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	371	409	388	94.86	77.11	Yes	Yes	✓
White	317	342	324	94.73	79.13	Yes	Yes	✓
Black	42	53	52	98.11	58.53	Yes	NA	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	181	204	189	92.64	64.88	By Average	Confidence Interval	✓
Spec. Ed.	65	73	68	93.15	34.42	By Average	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Needs to Improve  
Graduation Rate = 70.6%**

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **Below Standard**

#### **5.1.1. Achievement.**

Huntington High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: special education students (SE). 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 continued the school's Conditional Accreditation status at the September 10, 2004 State Board meeting.

Huntington High School staff had revised the Unified School Improvement Plan (USIP) to address the deficiency in 5.1.1. Achievement, for the special education (SE) subgroup in reading/language arts and mathematics. The revised USIP contained three Strategies/Activities to Meet Objectives which contained a specific strategy; however, corresponding activities were not included. The Professional Development component did not indicate specific staff development programs or any relationship to the deficiency in reading/language arts and mathematics in the SE subgroup. Essentially, their revised USIP lacked a clear and direct relationship to improving achievement of SE students.

### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** Huntington High School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in reading/language arts.

Huntington High School implemented several instructional activities designed to improve student achievement. Among those activities were:

- 1. After-school tutoring in mathematics.**
- 2. Benchmark testing in November, March, April, and about ten days prior to the WESTEST administration for the purpose of redirecting instruction.**
- 3. Staff development in differentiated instruction.**
- 4. Implementation of instruction pacing guides in core subjects.**
- 5. Analysis of WESTEST results to determine adjustments needed in curriculum and instruction.**
- 6. Refinement of a co-teacher program with special education and core subject teachers.**
- 7. Implementation of a corrective reading program.**

**5.1.4. Graduation rate.**

Huntington High School's graduation rate of 71.1 percent was below the required 80 percent and failed to show improvement over the previous year. (73.48 percent 2002-03). The revised Unified School Improvement Plan (USIP) to address the deficiency in 5.1.4. Graduate rate, contained two Strategies/Activities to Meet Objectives. These were broad in scope and would be difficult to implement without more specificity. Neither of the two categorical areas provided activities to meet the objectives. The USIP needed to include an identification of students who may be at risk of dropping out of school and intervention strategies. Furthermore, the Team did not see "Established dropout procedures and documentation and data" as stated in Number 1 of the revised USIP.

A countywide dropout prevention plan was not provided to show direction from the Cabell County Central office.

**FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** Huntington High School's graduation rate of 70.6 percent remained below the required 80 percent and was a little worse than the previous year. The school has had a change in the position of principal and other key staff. The new principal has several plans in place to improve the graduation rate. Among these plans are: 1) The school has been reorganized into four "houses" (one for each grade level) with an assistant principal designated as "house principal" of each house. Students within each "house" with attendance problems have been identified and will meet with the "house principal" and "house counselor" every two weeks to work on attendance and achievement issues. The "house principal" and "house counselor" will stay with the class during the students' four years in high school. Two counselors have been assigned to each of the 9th and 10th grade houses and one counselor has been assigned to each of the 11th and 12th grade houses, 2) evening school, offering credit classes, allows students who have failed a class the opportunity to catch up, and 3) changes in the advisory/advisee program are in the planning stages.

The basic county plan to deal with the attendance/graduation problem is the provision for alternative education programs.

## EDUCATION PERFORMANCE AUDIT

### NONCOMPLIANCES

#### 6.1. Curriculum

- 6.1.1. 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)**

The Team observed inconsistencies among the faculty members concerning their lessons plan and teaching their Content Standards and Objectives (CSOs). Several teachers could not articulate how the CSOs were utilized to guide their classroom curriculum.

#### FOLLOW-UP REVIEW

**COMPLIANCE. The Team reviewed a large sample of teacher lesson plans and visited several classes and found the Content Standards and Objectives (CSOs) prominently listed in the lesson plans and being used in classroom instruction. However, the Team observed that some of the lesson plans needed more detail if they were to be effectively used by a substitute.**

- 6.1.2. 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)**

Through observations and teacher interviews the Team reported that all students were not actively involved in learning in a physical education class. The teacher was observed working with five or less students in instruction while the remainder of the class was standing around and talking. This was reported by teachers and students to be a regular occurrence. With the dramatic decline in the percentage of students passing the Presidential Physical Fitness Test (PPFT), 26.43 percent in 2003-04, all students needed to be active participants with exemptions/modifications for medical reasons.

#### FOLLOW-UP REVIEW

**COMPLIANCE. The Team visited the physical education classes and noted in a class of approximately 30 students that about half the class was actively involved in the activity being directed by the teacher and the other half of the class was observed walking from one end of the gymnasium to the other during this period of time.**

**6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

Collaboration between special education and general education teachers was evident in many of the classrooms. However, Team observations and teacher interviews indicated that the special education co-teacher was not being used effectively in several classrooms. Special education teachers were observed handing out papers and standing in the back of the room while the regular education teacher conducted the class and dealt with student discipline. Achievement of students in the special education (SE) subgroup is indicative that special education teachers should have greater involvement with these classes.

**FOLLOW-UP REVIEW**

**COMPLIANCE. Staff development on the use of varied instructional strategies had been provided to the staff. Visits to the classrooms in which co-teachers were working showed the core teachers and special education teachers working well together and using varied instructional strategies as they worked with different students.**

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

There were several elective classes that did not have local board approval. Some examples included: Debate I Honors, II Honors, III Honors, IV Honors; Spanish III Honors, IV Honors; French III Honors, IV Honors; Latin III Honors, IV Honors; Accounting Principles II Honors; Algebra II Honors; Geometry Honors; ACT/SAT Preparation; Reading Skills; Independent Reading; Algebra/Geometry Prep Skills Support Session; ROTC; and Introduction to the Majors. These classes were approved under the Instructional Goals and Objectives plan, but have not been updated to reflect the changes to the Content Standards and Objectives (CSOs).

**FOLLOW-UP REVIEW**

**COMPLIANCE. The Team was provided a list showing the elective courses offered at Huntington High School had been approved by the Cabell County Board of Education on June 7, 2005.**

**6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

Although a countywide multicultural plan had been developed, the teachers could not articulate that the plan was implemented at the school level. Several multicultural activities were being implemented throughout the school, but there was no organized multicultural activities plan with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** A portion of the first five days of school in August 2005 was allotted for teachers to discuss policies and procedures with students. These discussions included the school and county policies on zero tolerance for racial, sexual, religious/ethnic harassment or violence. A procedure was in place to handle complaints and students have been made aware of the procedure to follow should they be subjected to any of these behaviors. Copies of the Cabell County Multicultural Plan have been provided members of the staff. The principal provided staff training in the use of the plan. Teachers submitted their year-long plan on implementing multicultural activities in their classes.

### **6.2. Student and School Performance**

- 6.2.3. 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 Team reported that some lesson plans had not been checked by the administration and some lesson plans could not be followed by substitute teachers. Given the deficiencies in the special education (SE) subgroup and the performance of the economically disadvantaged (SES) subgroup, it is of great importance that the administrators review plans and assure that lessons are coherent, relevant, sequential, and address students' learning needs.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** Lesson plans are submitted to the "house principals" on Friday of each week. The "house principals" review and comment, as necessary, on the lesson plans and return them to the teachers.

## **RECOMMENDATIONS**

- 6.1.3. Learning environment.** The Team observed and found through teacher and student interviews that the classroom instructional time was interrupted frequently with the intercom system. The Team also found that the school could not rely on student schedules when needing to locate a student. Student schedules would allow an office assistant to locate a student and there would be no need to conduct an all-call for a student. The Team recommended that fewer interruptions take place during class time and that student classroom rosters be submitted to the office or the WVEIS be updated regularly of any student schedule changes.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The principal issued instructions that the intercom is not to be used during instructional time. There is still a need to use it during lunch period to locate students who may be in several places in the building during this period of time. The student schedules in the West Virginia Education Information System (WVEIS) are updated as they are changed.

**6.2.4. Data analysis.** Although some data analysis had been completed, follow-up utilizing Test Mate Clarity was not evident. This would allow for a more precise analysis of test scores and provide a clear direction in which to direct instruction. The Team recommended that an action plan be implemented in order to assure that students' weaknesses on the WESTEST are included in the curriculum.

Additionally, the Team recommended that all data related to the graduation rate be analyzed to guide counselors, teachers, and administrators to develop strategies and activities that foster programs and services designed to increase the percentage of graduates.

**FOLLOW-UP REVIEW**

**RECOMMENDATED FOLLOWED.** Two staff development programs on data analysis for the WESTEST and graduation rate have been conducted this year. The principal is continuing on-going staff development and staff discussions on these issues.

## **BUILDING CAPACITY TO CORRECT DEFICIENCIES**

- 16.1. 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 Huntington High School and Cabell County have the capacity to correct the identified deficiencies.

### **FOLLOW-UP CONCLUSION**

**Huntington High School and Cabell County Schools have implemented programs to address achievement and graduation rates, but to this point these programs have not been effective in solving these two issues.**

## **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 special education (SE) subgroup, Huntington High School and Cabell County must implement curriculum and instruction that will improve students' achievement. Cabell County must actively pursue assistance from RESA II, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist 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.**

### **TEAM SUMMARY**

- **Cabell County has implemented some programs (examples: corrective reading and evening core credit classes) to improve student achievement and decrease student drop out.**
- **RESA II provided staff development designed to improve instruction.**
- **Cabell County consulted with West Virginia Department of Education concerning ways to improve instruction and student achievement.**
- **The West Virginia Center for Professional Development provided training for mentor teachers.**
- **All groups listed above provided support and assistance with the Cabell County Summer Institute for Teachers.**

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION  
STATUS**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
12-560 Huntington High	Temporary Accreditation		5.1.1 (SE); 5.1.4	May 31, 2006

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Cabell County School System and continue the **Temporary Accreditation** status of Huntington High School.