

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

CAPITAL HIGH SCHOOL

KANAWHA COUNTY SCHOOL SYSTEM

JUNE 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Capital High School in Kanawha County was conducted on May 4, 2006. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroup that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen Brock, Coordinator

West Virginia Department of Education Team Leader – Rebecca Derenge, Coordinator, Office of Instructional Services

TEAM MEMBERS

Name	Title	School/County
Stephen Angel	Junior High School Principal	Blennerhassett Junior High Wood County
Todd Browning	Middle School Principal	Bluefield Middle Mercer County
John Coe	Director of Attendance and Accreditation	Wood County
Gary Cook	Middle School Principal	Beverly Hills Middle Cabell County
Robert DeLorenzo	Elementary School Principal	White Hall Elementary Marion County
Timothy Derico	High School Assistant Principal	Ripley High Jackson County

Name	Title	School/County
Don Johnson	Elementary School Principal	Sutton Elementary Braxton County
David Mazza	Middle School Teacher	Lumberport Middle Harrison County
Dr. Karen Oldham	High School Principal	Cabell Midland High Cabell County
David Severt	Assistant Superintendent	Raleigh County
Nelson Spencer	Director of Federal Programs	Raleigh County

SCHOOL PERFORMANCE

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

39 KANAWHA COUNTY

Dr. Ronald E. Duerring, Superintendent

513 CAPITAL HIGH SCHOOL – Needs Improvement

Clinton Giles, Principal

Grades 09 - 12

Enrollment 1331

WESTEST 2004-2005

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	288	309	300	97.08	71.88	Yes	Yes	✓
White	209	219	214	97.71	82.35	Yes	Yes	✓
Black	74	85	81	95.29	44.44	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	107	120	113	94.16	57.42	No	Confidence Interval	✗
Spec. Ed.	34	39	35	89.74	25.80	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	288	309	301	97.41	79.43	Yes	Yes	✓
White	209	219	214	97.71	86.76	Yes	Yes	✓
Black	74	85	82	96.47	60.27	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	107	120	114	95.00	62.74	Yes	Confidence Interval	✓
Spec. Ed.	34	39	36	92.30	34.37	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Needs to Improve
Graduation Rate = 71.6 %**

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	309	288	300	281	97.09	10.32	17.79	52.67	14.23	4.98	71.89

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	309	288	301	282	97.41	1.77	18.79	37.59	29.79	12.06	79.43

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 10

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	18579	2%	12%	51%	27%	9%	14%	86%
KANAWHA COUNTY	1644	1%	8%	46%	32%	13%	9%	91%
CAPITAL HIGH	288	0	7%	36%	39%	18%	7%	93%

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
77.27%	2003-04
5.55%	2002-03
51.587%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.2. Participation rate.

Capital High School failed to achieve adequate yearly progress (AYP) in 5.1.2. Participation rate of the economically disadvantaged (SES) subgroup in mathematics.

5.1.4. Graduation rate.

Capital High School failed to achieve adequately yearly progress (AYP) in 5.1.4. Graduation rate.

It is believed that practices are in place to correct the participation rate and graduation rate issues.

Meets Standard.

5.1.1. Achievement.

Capital High School achieved adequate yearly progress (AYP) in the racial/ethnicity black (B) and economically disadvantaged (SES) subgroups in reading/language arts and mathematics only by application of the confidence interval. It is further noted that the B and special education (SE) subgroups with the number (N) less than 50 scored below the State's percent proficient level in mathematics and reading/language arts. Furthermore, a gap in student achievement existed between the B, SES, and SE subgroups and that of the all students (AS) and racial/ethnicity white (W) subgroups. 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 and decrease the gap in student achievement.

The following professional development and/or training opportunities were provided by the West Virginia Department of Education, RESA III, county and/or school.

1. West Virginia Achieves - WESTEST.
2. Highly Qualified Teacher – Community Service Collaborative Opportunities.
3. Measures of School Capacity.
4. Grade Quick.
5. Earn a Degree Graduate Early (EDGE) Program.
6. Marzano Instructional Strategies.
7. WESTEST Data Analysis.
8. North Central Association – Commission on Accreditation and School Improvement.
9. Classroom Management.
10. Essential Leadership Qualities.
11. Cultural Diversity/Sexual Harassment.
12. Black History Month Committee.
13. Test Mate Clarity.
14. Five-Year Strategic Plan.

15. Grade Quick/World Client/Follow the Leaders/Homeroom.com/Skills Tutor.
16. Six Steps to Effective Vocabulary Instruction.
17. West Virginia Writing Assessment.
18. Using Visualization to Enhance Background Knowledge.
19. Differentiated Instruction.
20. How to Use Assessment Data.
21. West Virginia Report Card Data Analysis.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.3. Learning environment.** The learning environment of the school was warm and inviting and the school staff provided a safe and nurturing environment that was conducive to learning. Students and staff stated that they felt safe at the school. The administration stated that they have made great strides in this area and that it will make a positive impact on the graduation rate.
- 6.1.6. Instruction in writing.** The Team observed classrooms and interviewed teachers and found that instruction in writing was being conducted above and beyond the weekly educational curriculum in Grades 9 through 12 in every appropriate class. Students wrote daily in most classes which was reflected by the 93 percent of students performing At or Above Mastery on the 2004-2005 Writing Assessment.
- 6.1.7. Library/educational technology access and technology application.** The use of the library and computer laboratories across programmatic levels was commendable. The Team observed that the application of technology was included throughout all programs of study and students had regular access to library/educational technology centers.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.2. – SES and 5.1.4.).

6.1. Curriculum

- 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)**

The Team had serious concerns regarding instructional and administrative practices in two instances. One Team member spent 25 minutes in a Calculus class in which the teacher was not present and the students were unsupervised. Another Team member observed a different class that was to be in session; however, the substitute teacher was not in the classroom and was having lunch. These two instances did not show that all staff demonstrated high expectations for the learning and achieving of all students and that all students have equal educational opportunities. Also, student safety issues could arise with a lack of supervision. Furthermore, these practices violated the Employee Code of Conduct.

RECOMMENDATIONS

- 6.1.1. Curriculum based on content standards and objectives.** Two teachers were using West Virginia Board of Education Instructional Goals and Objectives (IGOs) instead of the West Virginia Content Standards and Objectives (CSOs). The Team member asked both teachers twice about their use of CSOs and each time they referred to IGOs and presented copies attached to their grade books. The Team recommended that all teachers have current copies of the CSOs and that they are to be implemented in all classrooms.
- 6.1.4. Instruction.** The administration had implemented instructional strategies that included a strong focus on co-teaching to close the achievement gap in the special education (SE) subgroup. The Team recommended that these initiatives be continued and strengthened. The staff development provided and implemented will directly impact student achievement. The Team believed that these strategies will be reflected in improved WESTEST scores.

Exemplary Programs & Practices

5.1.4. Graduation rate.

Title: Capital High Academy: Ninth Graders Exceeding Standards (C.H.A.N.G.E.S.)

Description of Program

The moving from middle school to high school is a major transition and Grade 9 students also experience emotional, physical, and psychological changes associated with adolescent development. Capital High School's high student enrollment (1482) further increases the probability that students will go unnoticed until they fail, become truant, drop out, or have behavior problems.

An examination of standardized test data showed that 42 percent of Grade 9 students were reading below the 50th percentile. Research shows that reading deficiencies impacted students' academic performance in other subject areas, self-esteem, and academic persistence. Most Capital High's dropouts were low achieving during their ninth grade year. Staff examining data found that few students drop out during the junior or senior year at Capital High School.

Staff examined research regarding the challenge of students entering Grade 9.

- Students must function in a more diverse student population with a high number of peers and less individual contact with teachers, experience a greater degree of anonymity¹ that has potential for a decreased sense of belonging².
- Academic demands increase at the high school level and students are faced with new rules, increased academic expectations, departmentalization, differentiation by academic ability, and different instructional techniques involving new and advanced skills³.
- Students encounter a new social structure and a change in their social status. Ninth-graders go from being the oldest, most experienced students in the middle school level to the youngest, newest members of high school. The change from "top dog" status to "bottom dog" may accentuate feelings of anonymity and isolation; consequently, hindering students' abilities to become integrated into the new school community⁴.

Analysis of the 2002-2003 academic data for the first nine-week grading period showed that Capital High School's ninth grade students reflected these research findings.

- 228 Grade 9 students failed at least one subject.
- 139 Grade 9 students had two or more Fs.

The results of a students' Grade 9 year impacts them through high school and their lives. As a result of current research and Capital High School's own research findings, staff requested permission to implement a pilot project for Grade 9 students during the 2004-2005 school year to decrease the failure rate and hence the graduation rate.

¹ (Blyth, Simmons, and Carlton Ford, 1983)

² (Roderick, 1993).

³ (Roderick, 1993, 1995).

⁴ (Blyth, Simmons, and CarltonFord, 1983; Simmons & Blyth, 1987; Roderick, 1993).

Primary Goal: To increase the pass rate for Grade 9 students courses at Capital High School and the graduation rate.

Success indicator 1: Course pass rates, students' grade point average (GPA), number of classes each student passes.

Goal 2: To increase the number of African American and economically disadvantaged students enrolling in honors and Advanced Placement (AP) classes during their junior and senior years.

Success indicator 2: Enrollment data from students' junior and senior years.

Goal 3: To increase the number of student WESTEST tests scores in the Mastery and Above Mastery range from the WESTEST that select the *Professional Pathway*.

Success indicator 3: Data from *Pathway* selection.

Target Population: Sixty to 75 incoming Grade 9 students with standardized tests scores between the 35th and 49th percentile. The demographic population of the Academy reflected demographic population of Capital High School.

The Academy. The following strategies were used to meet project goals:

1. Faculty selection based on their desire to work with challenging students, willingness to participate in professional development, use best practices of Marzano's, "What Works in the Classroom", integrate technology in the classroom, and demonstrated competency and knowledge of culturally relevant instructional strategies (C.R.I.S.).
2. The curriculum consisted of the required core courses and appropriate elective offerings. Study skills were embedded in CORE courses and some of the curriculum were interdisciplinary.
3. Students followed a hybrid schedule for CORE courses (English, Math, Social Studies, and Science) and Learning Skills. A modified block of five periods coincide with Capital High School's eight period day schedule and arranged so the Carnegie Unit remained in place. Academy students attended homeroom, mid-morning break, and their typical lunch period.
4. Grade 9 mentors (upper class) assisted students in a smooth transition at Capital High School.

Academy staff communicated and worked directly with parents. Students were encouraged and recruited to enroll in extracurricular activities that have an academic focus.

Through a research based framework teachers will not remediate, but students will be accelerated, so they will be performing at or above grade level at the end of the ninth grade year. The program consists of teachers of the core subjects, a lead teacher/curriculum specialist, counselor, and a dean of students.

Summary of Results

The C.H.A.N.G.E.S. program has improved attendance of students. Teachers administered the Terra Nova test in a pre-test/post-test model during the fall and spring. The two groups of students included in the comparison were C.H.A.N.G.E.S. students and a matching cohort group. The success of the program is reflected in both a) the increase in achievement of individual students and b) the decrease in disparity in scoring between the two groups.

A school-based intervention was developed and implemented after the first nine weeks with the following results:

- A decrease in the failure rate with 25 students from the targeted group.
- 48 students showed overall improvements in their grades.
- 41 students' grades remained the same.
- 42 students had more failures.
- Most Grade 9 failures were in physical education, algebra , career prep, and science.
- Grade 9 students need constant support and guidance to prevent failures.
- Grade 9 students need additional clarification on graduation requirements and the options for retaking failed courses.
- A consistent team approach is needed to address the needs of Grade 9 students.
- Parents were appreciative and cooperative when contacted about academic and attendance problems.
- Parents expressed a desire to have more teacher conferences.
- Grade 9 students did not utilize after-school make-up sessions.

Terra Nova Testing-C.H.A.N.G.E.S./Match Set			
11-01-04 - 5-16-05			
Grade Equivalent Scores Summary			
	Improved	Scored Lower	Stay Same
AlgGeoPrep			
C.H.A.N.G.E.S.	78	18	4
Match Set	36	50	14
	Improved	Scored Lower	Stay Same
English			
C.H.A.N.G.E.S.	70	28	2
Match Set	44	56	0
	Improved	Scored Lower	Stay Same
Science			
C.H.A.N.G.E.S.	53	47	0
*Match Set did not take science test.			
	Improved	Scored Lower	Stay Same
US to 1900			
C.H.A.N.G.E.S.	49	42	9
*Match Set did not take history test.			

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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 Capital High School in providing a thorough and efficient system of education. Kanawha 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 Kanawha County or the accreditation status of the schools.

7.1.1. 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.

The administration and staff at Capital High School had taken a proactive approach to closing the achievement gap in the special education (SE) subgroup. It is imperative that these efforts continue and new approaches be investigated to assist in this matter as well as in the racial/ethnicity black (B) and economically disadvantaged (SES) subgroups.

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 Capital High School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	<p>West Virginia Department of Education Office of Instructional Services (304) 558-7805</p> <p>West Virginia Department of Education Office of Technical and Secondary Program Improvement (304) 558-2389</p>

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 Capital High School and Kanawha County have the capacity to correct the identified deficiencies. The school is urged to continue to investigate and implement programs and practices that will increase the graduation rate. Also, testing procedures must be refined to include all applicable students in the testing process.

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.

17.1. 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 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.

- 17.1.8. Grades 1-12 classrooms.** Room 157 was not located near related educational areas and away from disruptive noises. Room 231 did not have adequate storage.
- 17.1.10. Specialized instructional areas.** The art facility was not of adequate size, did not have access to natural and artificial light, and did not have two deep sinks, a ceramic kiln, black-out areas, and hot and cold water. The physical education facilities were not of adequate size and did not have a display case.
- 17.1.11. Grades 6-12 science facilities.** All of the science facilities did not have the following equipment: AC and DC current, air vacuum, fire extinguisher, blanket, emergency showers, darkening provisions, main gas shut-off, sink, hot and cold water, gas, ventilation fume hood, demo table, and sufficient laboratory workspace.

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 Participation rate of the school must be increased to include all applicable students. The administration must investigate and refine the school's testing procedures to ensure that all students who are qualified to participate in the WESTEST are included in the testing process. Also, the school must continue to implement schoolwide programs and procedures that will increase the graduation rate. This process must be incorporated across all grade levels to ensure the highest degree of success.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
39-513 Capital High	Conditional Accreditation	6.1.2		
			5.1.2 (SES)	May 31, 2006
			5.1.4	May 31, 2008

Education Performance Audit Summary

The Team identified one high quality standard – necessary to improve performance and progress. The Team presented one exemplary program. The Team also presented three school initiatives for achieving adequate yearly progress (AYP) and two recommendations. Additionally, the Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Capital High School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the areas of deficiency (5.1.2 and 5.1.4). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Capital High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a May 31, 2006 for 5.1.2. and a May 31, 2008 for 5.1.4. Date Certain to achieve adequate yearly progress (AYP).