

**OFFICE OF EDUCATION PERFORMANCE AUDITS**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**NORTH MARION HIGH SCHOOL**

**MARION COUNTY SCHOOL SYSTEM**

**JULY 2006**

West Virginia Board of Education

## **INTRODUCTION**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of North Marion High School in Marion County on April 27, 2005.

A Follow-up Education Performance Audit of North Marion High School in Marion County was conducted May 31, 2006. 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

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

### 47 MARION COUNTY

Dr. James B. Phares, Superintendent

### 503 NORTH MARION HIGH SCHOOL - Needs Improvement

Judd Ashcraft, Principal

Grades 09 – 12

Enrollment 915

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	194	200	197	98.50	65.62	Yes	Yes	✓
White	187	192	189	98.44	66.48	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	87	89	88	98.88	48.83	Yes	Confidence Interval	✓
Spec. Ed.	23	24	23	95.83	22.72	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	194	200	196	98.00	72.25	Yes	Yes	✓
White	187	192	188	97.92	73.36	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	87	89	87	97.75	56.47	Yes	No	✗
Spec. Ed.	23	24	22	91.67	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Graduation Rate = 87.5%**

## 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.

### 47 MARION COUNTY

Dr. James B. Phares, Superintendent

### 503 NORTH MARION HIGH SCHOOL - Needs Improvement

Judd Ashcraft, Principal

Grades 09 – 12

Enrollment 905

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	197	206	199	96.60	66.32	Yes	Yes	✓
White	195	204	197	96.56	67.01	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	77	81	78	96.29	55.26	Yes	Confidence Interval	✓
Spec. Ed.	29	29	27	93.10	18.51	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	197	206	201	97.57	75.77	Yes	Yes	✓
White	195	204	199	97.54	76.56	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	77	81	79	97.53	64.47	Yes	Confidence Interval	✓
Spec. Ed.	29	29	28	96.55	32.14	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Graduation Rate = 88.9%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### **Below Standard.**

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

North Marion 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: Economically disadvantaged students (SES) in reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting. The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded North Marion High School to Conditional Accreditation status with a May 31, 2006 Date Certain to achieve adequate yearly progress (AYP).

North Marion High School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval. This subgroup may have achievement deficiencies if immediate action is not taken. Additionally, the special education (SE) subgroup with a number (N) less than 50 was far below the State's percent proficient in both mathematics and reading/language arts. The Marion County curriculum staff and school staff are urged to vigorously address these issues.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. North Marion High School achieved adequate yearly progress (AYP) in the economically disadvantaged subgroup (SES) in reading/language arts by application of the confidence interval.**

**The school showed modest improvement in the all students (AS) and racial/ethnicity white (W) subgroups in both mathematics and reading/language arts. The special education (SE) subgroup percent proficient declined from the previous year.**

**The administration and staff must continue to investigate and implement high quality programs to address this issue at the school level to improve the achievement for all students.**

## EDUCATION PERFORMANCE AUDIT

### NONCOMPLIANCES

#### 6.1. Curriculum

- 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)

With a few exceptions, a variety of high yield instructional strategies was not evident. Most instruction consisted of lecture, direct instruction, videos, and worksheets. There was a focus on review rather than reteaching.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The Team interviewed the principal and teachers and reported that a variety of instructional strategies were being implemented at the school.

- 6.1.7. Library/educational technology access and technology application.** The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Numerous computers were available in classrooms; however, the Team observed limited use of technology. The teachers indicated that many computers were in need of repair. Printers were not working in the computer laboratories. Technical problems were reported in the distance-learning laboratory (Japanese). Students were unaware that virtual school classes were available for courses not offered in the school.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The computers that were in need of repair were in working order and the school had received several new computers which will be placed in computer laboratories.

## **RECOMMENDATIONS**

- 6.1.1. Curriculum based on content standards and objectives.** The Team observed that the Content Standards and Objectives (CSOs) were listed in most lesson plans; however, in some classes the textbook drove the instruction. Lesson plans included only reference to page numbers in the text and the Team could not determine that the CSOs were being taught. The Team recommended that the teachers communicate the CSOs with the students to ensure that they know what is to be learned and accomplished during the lessons.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** Staff development on the implementation of Content Standards and Objectives (CSOs) had taken place and the Team verified that teachers were utilizing the CSOs in their instruction.

- 6.1.2. High expectations.** The Team determined through classroom observations and interviews with students and teachers that high expectations were lacking for some students in some classes. The Team had concerns that students were exempt from semester exams if they had a 65 percent average and no more than five absences. The staff and students were not able to articulate the criteria distinguishing honors from regular classes. Students were observed sleeping in several classes. During interviews teachers indicated they did not believe that all students could learn at a high level. Teachers indicated that students should take responsibility and, “It was there if students choose to take advantage of the offer”. A Team member observed a teacher comment to students, “Try to be smarter than you look.” One student’s schedule consisted of three classes that were non-credit courses that included: Office Aide, Teacher Aide, and Tutor. This student only had one credit course. The Team recommended that criteria be developed for honors classes. The Team further recommended that professional development be provided to increase teacher expectations and promote a high level of learning for all students. The Team also recommended that the school reconsider the use of non-credit classes that are offered and encourage students to take more rigorous courses, especially during the senior year.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION PARTIALLY FOLLOWED.** Staff development on high expectations had been conducted. The exemption policy was still in place and the school was encouraged to reevaluate this policy and either increase the expectations on how a student can be exempt from final exams or eliminate the policy altogether. The criteria that differentiated regular classes from honors classes were articulated and it was evident that the honors classes were more stringent and challenging. Students were not observed to be sleeping in classes and no student had more than one non-academic class in their schedule.

- 6.2.3. Lesson plans and principal feedback.** The quality of lesson plans varied significantly and the principal feedback was insufficient to bring about significant improvement. One teacher's lesson plans were not available. The Team recommended that the principal provide specific, constructive feedback in the areas of instructional strategies, types of assessment, reteaching, etc.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** A review of teacher lesson plans verified that the quality was increasing and the principal reviewed lesson plans on a regular basis and provided comments to improve weak lesson plans.

- 6.2.4. Data analysis.** The administration compiled a wealth of data and analyzed it for decision-making; however, several teachers were unable to identify students' skill deficiencies. The Team recommended that a coordinated plan be developed and implemented to ensure that teachers are aware of student assessment data and that schoolwide data drive instruction.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** Staff development on student data and its use had been conducted.



## **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 North Marion High School and Marion County Schools with the assistance of the central office curriculum staff monitoring programs, and providing targeted professional development have the capacity to correct the identified deficiencies and increase student achievement in order to meet adequate yearly progress (AYP).

### **FOLLOW-UP CONCLUSION**

**North Marion High School had received assistance from the central office staff and made excellent progress in eliminating the deficiencies found in the original Education Performance Audit Report.**

### 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>
47-503 North Marion High	Full Accreditation			

### Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Marion County School System and continue the Full Accreditation status of North Marion High School.