

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**LIBERTY HIGH SCHOOL**

**RALEIGH COUNTY SCHOOL SYSTEM**

**MARCH 2006**

**WEST VIRGINIA BOARD OF EDUCATION**

# Table of Contents

	Page
<b>Introduction.....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance.....</b>	<b>3</b>
<b>Annual Performance Measures For Accountability.....</b>	<b>5</b>
<b>Education Performance Audit.....</b>	<b>6</b>
<b>Initiatives For Achieving Adequate Yearly Progress .....</b>	<b>6</b>
<b>High Quality Standards.....</b>	<b>6</b>
<b>Indicators of Efficiency.....</b>	<b>9</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>10</b>
<b>Identification of Resource Needs .....</b>	<b>12</b>
<b>Early Detection and Intervention.....</b>	<b>13</b>
<b>School Accreditation Status .....</b>	<b>14</b>

## INTRODUCTION

An announced Education Performance Audit of Liberty High School in Raleigh County was conducted on February 8, 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 subgroups 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 – Debbie Harki, Coordinator, Office of Instructional Services

West Virginia Department of Education Team Leader – Larry Lamb, Coordinator, Office of Instructional Services

West Virginia Department of Education Team Leader – Bane McCracken, Coordinator, Office of Healthy Schools

## TEAM MEMBERS

Name	Title	School/County
Steve Bailey	Primary School Principal	Princeton Primary School Mercer County
John Coe	Director of Attendance and Accreditation	Wood County Schools
Dr. Jack Kaufman	Professor of Education	Mercer County
Mary Alice Kaufman	Board Member	Mercer County
Devon Raddish	Middle School Assistant Principal	Lumberport Middle School Harrison County
Charles Vest	Junior High School Assistant Principal	Summersville Junior High School Nicholas County
Dan Zirkle	High School Principal	Mount View High School McDowell County

### SCHOOL PERFORMANCE

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

**74 RALEIGH COUNTY**  
Dr. Charlotte Hutchens, Superintendent  
**503 LIBERTY HIGH SCHOOL – Needs Improvement**  
Clyde Stepp, Principal  
Grades 09 - 12  
Enrollment 569

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	126	136	133	97.79	58.06	Yes	Confidence Interval	✓
White	122	131	128	97.70	58.33	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	70	79	77	97.46	49.27	Yes	Confidence Interval	✓
Spec. Ed.	17	20	19	95.00	31.25	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	126	136	133	97.79	65.32	Yes	Confidence Interval	✓
White	122	131	128	97.70	65.83	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	70	79	77	97.46	55.07	Yes	No	✗
Spec. Ed.	17	20	19	95.00	12.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Graduation Rate = 84.4%**

## Adequate Yearly Progress (AYP) Information by Class

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
10	136	126	133	124	97.79	10.48	31.45	47.58	6.45	4.03	58.06

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
10	136	126	133	124	97.79	7.26	27.42	35.48	20.97	8.87	65.32

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

	<b>Total # Tested</b>	<b>% Novice</b>	<b>% Partial Mastery</b>	<b>% Mastery</b>	<b>% Above Mastery</b>	<b>% Distinguished</b>	<b>% Below # Mastery</b>	<b>% At or # Above Mastery</b>
<b>STATE – WV</b>	18579	2%	12%	51%	27%	9%	14%	86%
<b>RALEIGH COUNTY</b>	712	3%	12%	51%	28%	7%	15%	85%
<b>LIBERTY HIGH</b>	125	2%	9%	44%	38%	7%	11%	89%

### Physical Assessment – Presidential Physical Fitness Test Passage Rate

<b>Percentage of Students</b>	<b>School Year</b>
27.13%	2003-04
26.53%	2002-03
16.666%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

**Liberty High School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the economically disadvantaged (SES) subgroup 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 2005 State Board meeting. The school revised its Five-Year Strategic Plan and was upgraded to Conditional Accreditation status at the February 2006 State Board meeting.**

**Liberty High School achieved AYP in the all students (A), racial/ethnicity white (W), and SES subgroups in mathematics and in the A and W subgroups in reading/language arts subgroup by application of the confidence interval. Although not considered in AYP because of the number (N) less than 50, the achievement of the special education (SE) subgroup in reading/language arts was very low. The adequate yearly progress (AYP) Information by Class data showed a combined percent of students of approximately 42 percent below mastery in mathematics and approximately 34 percent below mastery in reading. The county curriculum staff and school staff are urged to address these subgroups and classes in applying interventions to improve the achievement of all students.**

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

1. Ruby Payne workshop.
2. WESTEST Analysis and Evaluation – Grade Quick.
3. I Know training.
4. Vocabulary training.
5. Policy 2320 training.
6. 6 + 1 Writing training.
7. Marco Polo training.
8. Five-Year Strategic Plan training.
9. Employed academic coach.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. **High expectations.** The Team commended the aquaculture program in which students raise Tilapia from eggs to maturity. The aquaculture and culinary classes combine to have a “fish fry” project in the spring.
- 6.1.3. **Learning environment.** The building which was constructed in 1977 was attractive and immaculate. The appearance of the school showed the attention given to the facility. The Team noted that all students and staff demonstrated pride in their building.

The Team observed two teachers who demonstrated excellent examples of collaboration. The teachers worked well together and the class flowed smoothly. All students were fully engaged in the learning process throughout the entire class period.

## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 - SES)

#### 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)

Varied instructional strategies and best practices instruction were generally lacking. Instruction in many of the classes involved direct instruction with worksheets and whole group instruction. This appeared to be a major source of the economically disadvantaged (SES) subgroup deficiency in that these students were not interested in the classes and were not motivated by the material.

- 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)

There was no evidence that the library resources were being utilized. The librarian stated that no books had been checked out this year. Student interviews confirmed that they rarely checked out books. Students and teachers stated that the materials in the library were outdated and not interesting. During student interviews, the students expressed an interest in visiting the library if more school time was available to go there and if the materials were up-to-date and interesting.

No students were observed by the Team to be utilizing the library during the day of the Education Performance Audit.

- 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)**

A schoolwide multicultural plan had been developed; however, the teachers and students were not able to articulate this plan or the various parts of it. Multicultural activities were described as posters throughout the building and Channel 1 presentations. This did not satisfy the requirements of West Virginia Board of Education Policy 2421.

#### **6.4. Regulatory Agency Reviews**

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §1.4.23; Policy 4334; Policy 4336)**

The Fire Marshal cited the school for not having a sprinkler head in the freezer in the cafeteria. This item had not been corrected and no plan was in place to correct the citation.

#### **6.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

- 6.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

Smokeless tobacco use was evident in the student rest room.

### **RECOMMENDATIONS**

- 6.1.7. Library/educational technology access and technology application.** Computers throughout the building needed to be upgraded. The computers were being used; however, many were outdated, functioned improperly, and Internet capabilities were limited. Teachers stated that the computer laboratories were not of the size to facilitate classes over 25 students. The Team recommended that the computers throughout the school be upgraded with assistance from the central office and RESA I. The Team also recommended that the capacity of the computer laboratories be increased to permit usage by full classes.

- 6.1.9. Programs of study.** Students and staff stated there was difficulty in scheduling the fine arts program to provide for student participation. Band and choir are scheduled only in the spring semester. The Team recommended that the school study the feasibility of a modified schedule that would allow performing groups to be offered a minimum of 50 minutes per day throughout the entire year.

## **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 Liberty High School in providing a thorough and efficient system of education. Raleigh 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 Raleigh 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.**

Given the importance of involving all students in the educational process, it is imperative that teachers implement a variety of teaching modalities to engage all students. The Team recommended that staff development and training be conducted to ensure that all teachers maintain an interesting and educationally stimulating learning environment to improve 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 Liberty High School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805  West Virginia Department of Education Office of Technical and Secondary Program Improvement (304) 558-2389
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880  West Virginia Department of Education Office of Technical and Secondary Program Improvement (304) 558-2389
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.4.1. Regulatory Agency Reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711
6.7.2. Policy implementation.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

- 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 Liberty High School and Raleigh County have the capacity to correct the identified deficiencies; however, the capacity must be developed in all classes to provide quality services to all students through a variety of high quality teaching strategies.

### 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.**

- 17.1.12. Grades 7-12 auditorium/stage.** The high school auditorium was not acoustically treated. The high school stage did not have a wood floor.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 17.1.15. Health service units.** A refrigerator with locked storage was not provided.

### **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 SES subgroup, Liberty High School and Raleigh County must implement high-yield instructional practices and instruction that will improve achievement. Raleigh County should pursue assistance from RESA I, 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.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
74-503 Liberty High	Conditional Accreditation	6.1.5; 6.1.7; 6.1.12; 6.4.1; 6.7.2		
			5.1.1 (SES)	May 31, 2008

**Education Performance Audit Summary**

The Team identified five high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for economically disadvantaged (SES) subgroup. The Team presented two recommendations, noted one indicator of efficiency, suggested capacity building resources, and noted an early detection and intervention concern.

Liberty 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 area of deficiency (5.1.1 SES). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Liberty 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, 2008 Date Certain to achieve adequate yearly progress (AYP).