

**Second Follow-up Education Performance Audit Report**

**For**

**CABELL MIDLAND HIGH SCHOOL**

**Cabell County School System**

**August 2008**

**West Virginia Board of Education**

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Cabell Midland High School in Cabell County on January 18, 2006.

A Follow-up Education Performance Audit of Cabell Midland High School in Cabell County was conducted September 17-18, 2007. 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.”

A Second Follow-up Education Performance Audit at Cabell Midland High School occurred June 2008 to check if the remaining noncompliances had been corrected.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 – SE and 5.1.2 - SE).**

**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 observed high numbers of students sleeping/resting with their heads on the desks and/or not engaged in learning activities. Students in several classes had their materials packed and on their desks at least ten minutes before the end of the class period.

One special education teacher stated that the students in that class were not permitted to use the general education class textbook, and had to use the textbook specifically for the special education students. This did not reflect high expectations for all students.

Based upon the percent proficient in mathematics (16.12 percent) and reading/language arts (20.63 percent), this practice was not being effective.

One science classroom was comprised of seven special education students and two general education students. This constituted ability grouping which did not promote high expectations for all students.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The Team observed at least six classes that ended instruction at least ten minutes before the end of the class period. The Team also observed several students throughout the building with their heads down on their desk during instruction. Achievement results declined for all subgroups, except special education, for Cabell Midland High School which presented compelling reasons for maximizing instructional time and engaging instruction and active student learning.

All classes were using the county adopted textbooks.

Ability grouping was not evident.

SECOND FOLLOW-UP REVIEW CONCLUSION

**COMPLIANCE. The principal made time on task and student engagement a top priority and administrators checked this issue during classroom walkthroughs and teacher observations. The Team recommended that the administrators continue this practice to ensure that all class time is used to the greatest possible extent.**

**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)**

The Team observed minimal use of computers throughout the building and interviews with teachers and students indicated that technology was not used at maximum capacity in several classrooms. Several teachers stated that the computer laboratories were utilized fully each day; however, a check of the computer laboratory logs indicated that one laboratory (Lab D-104) was used approximately 50 percent of the time and another (D-150) was used only approximately 10 percent of the time. Teachers and students explained the low computer usage was because several of the computers were in disrepair and some had outdated technology.

FOLLOW-UP REVIEW

NONCOMPLIANCE. A review of the computer laboratory use logs showed during the second week of school (September 10-14, 2007), a total of 210 possible class times could be scheduled in all of the computer laboratories in the building. Of the time slots, only 73 were used. This showed that the laboratories were used only 34.8 percent of the time possible. During the two days of the follow-up audit, one or more of the computer laboratories were locked and the lights were turned off at least two of the periods per day. Computer laboratories were not being utilized to their fullest extent.

SECOND FOLLOW-UP REVIEW CONCLUSION

**COMPLIANCE. A review of computer laboratory logs showed that all computer laboratories were being used. Cabell Midland High School had six computer laboratories for student use and a check of laboratory usage from the first semester to the second semester indicated a dramatic increase of technology usage by students.**

* + 1. **Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)**

NEW ISSUE Only 329 instructional minutes were available during the day. Schools are required to have 345 instructional minutes. Given the student achievement results, the school and county are urged to review the school’s schedule and provide the required instructional time.

SECOND FOLLOW-UP REVIEW CONCLUSION

**COMPLIANCE. The school’s master schedule showed 345 instructional minutes daily.**

**RECOMMENDATION**

**6.1.5. Instructional strategies.** At the end of the semester each year-long class changed teachers for the remainder of the year. This interrupted the continuity of the classes and had potential for impeding student learning. Students may lose a great deal of subject content and instruction if each class is not at the same point at the end of the semester. The Team recommended that year-long classes be taught by the same teacher the entire year.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED. At least five teachers stated that they have year-round classes that change teachers half way through the year. They stated that it was a disruption to the learning process. The principal said that they would continue to investigate means in which this would either not occur or would occur on a minimal basis.

SECOND FOLLOW-UP REVIEW CONCLUSION

**RECOMMENDATION NOT FOLLOWED. Due to the current teacher schedules, it was reported that it would be extremely difficult to eliminate the process of not rotating teachers.**

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 Cabell Midland High School in providing a thorough and efficient system of education. Cabell 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 Cabell 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.**

It is imperative that the school utilize and disseminate the WESTEST data to ensure that each student receives the instruction necessary to close the achievement gap. Teacher in-service and relevant professional development are essential in this endeavor. The school needed to ensure that the Five-Year Strategic Plan adequately reflects the needs of the students and is an integral part of what is driving the curriculum.

The effectiveness of collaboration between regular education teachers and special education teachers must be improved. Given the low test scores in the special education (SE) subgroup, it is imperative that this issue be addressed as soon as possible. Assistance may be requested from the West Virginia Department of Education, Office of Instructional Services and Office of Special Education.

Programs are needed to assist teachers in developing and delivering lesson plans and in implementing the writing process. These issues would better serve the school and have a direct relationship on student achievement.

The computer laboratories were not being utilized effectively or efficiently. In view of the achievement of the economically disadvantaged (SES) and special education (SE) subgroups, the Team determined that this technology should be consistently used for a more efficient and effective application to enhance student learning.

FOLLOW-UP CONCLUSION

This is the first year for the new principal at the school and he had a thorough and concise plan to deal with the school’s curricular needs. The principal and assistant principals were beginning a walk-through program and will be in all classrooms weekly.

The computer laboratories were still minimally utilized. The principal stated that not many students were being taken to the laboratories so early in the school year. He said that the computer use would be more than double by the middle of October.

SECOND FOLLOW-UP REVIEW CONCLUSION

**The principal continued to provide high quality leadership and was proactive in correcting any problems at the school. He has a strong vision for the school.**

**7.1.5. Personnel. The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education policies to determine the degree to which instructional and support services provided to the schools establish and support high quality curriculum and instructional services.**

Cabell Midland High School has had four principals in the past four years. This instability appeared to have a detrimental effect on curriculum delivery. It needs to be a priority of the Cabell County School system administration and the local Board of Education to ensure that a strong and consistent principal remains in the school. Personnel decisions made at the county level have aggravated this leadership stability.

FOLLOW-UP CONCLUSION

With the hiring of a new principal June 2007, the instability in the principal’s position continues. The Team continued to recommend that the Cabell County School system administration and the local Board of Education ensure that a strong and consistent principal remains in the school for an extended amount of time.

SECOND FOLLOW-UP REVIEW CONCLUSION

**Cabell County continued to support the principal and administration at the school and the principal remained a strong school leader in both curricular and non-curricular activities.**

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

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 Unified School Improvement Plan (USIP)/Five-Year Strategic Plan did not strategically target resources to improve the teaching and learning process in the deficient subgroup - special education (SE). Furthermore, it did not include components to improve performance of students in the economically disadvantaged (SES) subgroup, which met adequate yearly progress (AYP) by application of the confidence interval and averaging, but was below the State’s proficiency level. The USIP was not used for building capacity of the school for improved performance as it was not developed collaboratively, known by teachers, and the activities section failed to address the low SE subgroup’s WESTEST scores. Capacity needs to be developed to improve student and school performance through a strong USIP that is comprehensive, targets low performing subgroups, contains specific research-based activities, is implemented schoolwide, and is monitored periodically to assess effectiveness.

FOLLOW-UP CONCLUSION

The Five-Year Strategic Plan, while in its final stages of completion, adequately addresses the school’s needs. Improved percent student proficiency will be the indicator that school capacity has been developed to improve student, school, and school system performance.

SECOND FOLLOW-UP REVIEW CONCLUSION

**While student performance had declined overall at the school, the Team believed that student achievement will begin an increase due to stability in administration and teachers. The school’s Five-Year Strategic Plan provided a clear roadmap to improve student, school, and school system performance.**

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, Cabell Midland High School and Cabell County must implement high yield instructional practices 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.

FOLLOW-UP TEAM SUMMARY

Cabell Midland High School is working closely with the Cabell County Central Office and the West Virginia Department of Education to investigate and implement high quality programs to increase student achievement. The working relationship between these three groups was reported to be getting stronger and more productive.

**SECOND FOLLOW-UP TEAM SUMMARY**

**The student WESTEST scores had declined from the 2005-2006 school year to the 2006-2007 school year in mathematics and reading/language arts. The Team believed that this decline will turn around once the new principal has had time to fully embed the programs and practices that he has implemented and once student and staff comfort levels increase from the previous turnover in administration.**

School Accreditation Status

| **School** | **Accreditation Status** | **Education Performance Audit High Quality Standards** | **Annual Performance Measures Needing Improvement** | **Date Certain** |
| --- | --- | --- | --- | --- |
| 12-550 Cabell Midland High | Full  Accreditation |  |  |  |

**Education Performance Audit Summary**

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue Cabell Midland High School’s Full Accreditation status.