



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
ROANE COUNTY HIGH SCHOOL
ROANE COUNTY SCHOOL SYSTEM
JUNE 2008**

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Roane County High School in Roane County was conducted on November 2, 2006.

A Follow-up Education Performance Audit of Roane County High School was conducted March 5, 2008. 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

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

79 ROANE COUNTY

Stephen F. Goffreda, Superintendent

503 ROANE COUNTY HIGH SCHOOL – Passed

David Tupper, Principal

Grades 09 - 12

Enrollment 757 (2005-2006 2nd month enrollment report)

WESTEST 2005-2006

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	173	181	176	97.23	55.35	Yes	Confidence Interval	✓
White	171	179	174	97.20	55.42	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	92	98	95	96.93	44.94	Yes	Confidence Interval	✓
Spec. Ed.	27	28	27	96.42	11.53	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	173	181	176	97.23	73.21	Yes	Yes	✓
White	171	179	174	97.20	74.09	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	92	98	96	97.95	65.55	Yes	Confidence Interval	✓
Spec. Ed.	27	28	26	92.85	24.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 80.0%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
503 ROANE COUNTY HIGH SCHOOL – Needs Improvement
David Tupper, Principal
Grades 09 - 12
Enrollment 790 (2006-2007 2nd month enrollment report)

WESTEST 2006-2007

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	193	198	193	97.47	56.61	Yes	Confidence Interval	✓
White	191	196	191	97.44	56.14	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	100	104	100	96.15	44.32	Yes	No	✗
Spec. Ed.	34	37	36	97.29	8.82	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	193	198	194	97.97	66.31	Yes	Confidence Interval - Averaging	✓
White	191	196	192	97.95	65.95	Yes	Confidence Interval - Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	100	104	101	97.11	54.08	Yes	No	✗
Spec. Ed.	34	37	36	97.29	17.64	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 85.1%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

While the school met the criteria for adequate yearly progress (AYP), the spring 2007 WESTEST student proficient levels in mathematics and reading/language arts were severely deficient in all subgroups. The State's 2007 annual measurable objectives for mathematics was 65.83 percent and 75.83 percent for reading. Roane County High School's all students (AS) percent proficient was 56.61 percent in mathematics and 66.31 percent in reading/language arts, showing a 9 percent gap to where the school should be to attain 100 percent proficient by 2014. The achievement gap widens more for the economically disadvantaged (SES) and special education (SE) subgroups. While the SE subgroup with the number (N) less than 50 was excluded for AYP, the percent proficient (8.82 percent – mathematics and 17.64 percent – reading/language arts) are startling reminders that this subgroup needs engaging, relevant, and active curriculum and instruction.

The 2006-2007 mathematics WESTEST percent proficient for the all students (AS) and racial/ethnicity white (W) subgroups increased modestly from the previous year. However, the percent proficient of all other subgroups declined in mathematics and all subgroups declined substantially in reading/language arts.

The spring 2008 WESTEST results must demonstrate substantial improvement. Roane County and Roane County High School must examine curriculum and instruction and determine if current practices are producing the expected results. If the proficiency levels continue to remain below standard, the county and school must be postured to adjust current ways of doing things to methods and practices that will produce improved student achievement.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Achieve Adequate Yearly Progress (AYP).

7.1. Curriculum

7.1.1. 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 reviewed the school's condensed master schedule and found that four special education teachers were teaching multiple classes during the same block. For example, one class included English/Language Arts 9, English/Language Arts 11, and English/Language Arts 12. This also occurred with the mathematics classes. It would be difficult, if not impossible, to cover the Content Standards and Objectives (CSOs) for each class and attain the required 8100 minutes of instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The master schedule showed no multiple grade level classes being taught by special education teachers during the same block in either English/language arts or mathematics.

The noncompliance of several levels of English or mathematics instruction in the same classroom at the same time were corrected by scheduling only one level of mathematics or one level of English in a classroom.

This may have solved one problem but probably created another problem. The Team asked the principal about the certification of the five special education teachers that allowed them to teach English and/or mathematics. The principal explained these five teachers were certified in special education and were highly qualified through HOUSSE and, therefore, could teach English and/or mathematics to special education students with their special education certification.

Technically, the school complied with the original noncompliance; however, it appeared that certification issues were created by the change. The effectiveness of the structure of the program (classes) and the low proficiency levels of the special education (SE) subgroup led to this area being identified for improvement. Correcting the original issue by creating another problem is not the appropriate corrective action. Roane County staff is urged to assist the school and provide an effective instructional program that complies with State Code and West Virginia Board of Education policies and provides quality curriculum and instruction that produces improved student achievement.

7.1.2. 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)

Six teachers had study hall students incorporated into their general education classes. One teacher had a study hall student assigned during the teacher's planning period. With the school on a block schedule, a student assigned to a study hall loses 25 percent of their educational opportunities.

When asked about student achievement many of the teachers stated that the students were from low income homes and the loss of the larger employers were reasons for the low test scores. This did not reflect high expectations for all students.

FOLLOW-UP REVIEW

COMPLIANCE. Students assigned to study halls were reported to be enrolled in college classes which meet two/three days a week. On the other two/three days students were assigned to study hall for supervision and the opportunity to work on their out-of-class assignments for their college class(es). These students were now assigned to the principal and were housed in the school library.

Interviews with teachers and reviews of lesson plans found no discernible different expectations for students based on their personal background.

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

The Team did not observe varied instructional strategies or best practices instruction. Instruction in many of the classes observed relied upon direct instruction with worksheets and whole group instruction. Staff application of varied instructional strategies would greatly enhance the instruction and student achievement at the school.

FOLLOW-UP REVIEW

COMPLIANCE. The staff received the following professional development: Differentiated Instruction, Tiered Reading Instruction, Literacy Through Writing, 21st Century Content Standards, etc. A review of lesson plans and visits to classrooms showed staff using varied instructional strategies. The principal monitored use of multiple instructional strategies through frequent reviewing and commenting on lesson plans, classroom walkthroughs, and personnel observations and evaluations.

7.1.7. 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 technology use in the computer laboratories and in several classrooms; however, several teachers did not use technology on a regular basis, if at all. The principal stressed the importance of technology use and modeled this use on a regular basis. When asked about technology use some of the teachers stated that they did not use technology. The school had an abundance of technology available for teacher and student use and the teachers that did not use technology could benefit from staff development on how technology could be used to enhance instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed logs in the computer laboratories and the library/computer laboratory, visited several classrooms, and observed substantial use of computers and technology. The principal conducted a staff needs assessment on their technology training needs. The needs were identified and plans made for staff development. They were currently trying to find the time needed to complete the staff development.

Some examples of technology utilization included: Theatre Arts class uses the Internet to research and write plays, the Spanish teacher communicates with parents and students with Internet blogs, physical education teachers are using the “dance, dance revolution” program, the advanced communications teacher communicates with students through email, and the driver education teacher teaches students how to use computer programs to plan automobile trips.

7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

The Team found that teachers were posting required materials lists for students to purchase at local stores. This was inconsistent with a free and appropriate public education provided by West Virginia Code. Roane County is urged to check practices at all schools within the county to assure that students are not required to purchase required materials that should be provided by the county and/or school. This practice must cease in future school years.

FOLLOW-UP REVIEW

COMPLIANCE. Staff at Roane County High School (and all other schools in the county) had been instructed not to require students (parents) to provide instructional materials and to not give local businesses any kind of materials’ list to purchase. Parents and community had been notified that schools do not require parents to provide required instructional materials.

7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

Approximately 12 teachers were not aware of the basic components of the school's Five-Year Strategic Plan. It would be difficult to embrace the plan and implement schoolwide improvement without all teachers applying the action steps in the plan. The Five-Year Strategic Plan needed to be revisited with all teachers and monitored to determine the success of action steps listed in the plan. This needed to be a schoolwide effort.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed staff meeting agendas that showed time allotted to professional development with the Five-Year Strategic Plan. The staff received copies of the Five-Year Strategic Plan for the general areas of goals and objectives and the specific action plans that the individual staff members were responsible for implementing. The principal monitored implementation of the Five-Year-Strategic Plan through reviewing teacher lesson plans, classroom walkthroughs, and teacher observations and evaluations.

- 7.2.3. 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 found that many lesson plans were not thorough enough to be followed by a substitute teacher. Several plans had only one or two short activities for an entire 90 minute block. One teacher did not have lesson plans, one teacher did not have lesson plans written in advance, and three teachers' plans did not have administrator feedback. Several of the classes had one activity for the class and an arrow drawn through the remainder of the day indicating that the remaining classes would do the same activities. This did not allow for variations or flexibility between different classes. It is important that instruction be continuous and sequential and a substitute teacher be able to continue the instruction of the classroom teacher.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed numerous lesson plans and found that the plans had improved in the areas cited with more instructional strategies, completeness, and usability by a substitute teacher. The Team reviewed the lesson plans for teachers cited by the Education Performance Audit Team and all had prepared and were using appropriate lesson plans. The principal reviewed lesson plans and provided written comments and frequent suggestions for improving the plans and instruction.

RECOMMENDATION

7.1.1. Learning environment. Many of the teachers believed that the Faculty Senate had been rendered ineffective. Several teachers commented that issues were brought to the attention of the administration and the issues were not addressed. The Team recommended that the administration investigate the intent and means of Faculty Senate and work through the concerns of the staff.

It was reported that there had been times when the administration suspected tobacco use by students and to find the perpetrator they would conduct searches of students in the classroom where the student was thought to be. Students were concerned because they knew that there were random searches but they were not aware of the reason for the searches. The Team recommended that the administration inform students of the reason without singling out the individual student in front of the class.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team interviewed the principal and the President of the Faculty Senate concerning the working relationship with the administration. Both parties reported discussions had taken place and a good working relationship now existed.

Any time there was a need to search for contraband at school, the search was done in the classroom where everyone could see what was going on. All students in the classroom were first advised of the purpose of the search.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic 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 Roane County High School and Roane County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the mathematics department to provide quality services to increase student performance. The Team recommended that the Roane County School System Director of Instruction and the school administrator engage the Director of Instruction and the Professional Development Director at RESA V in developing the school's capacity to improve the school's achievement in mathematics.

FOLLOW-UP CONCLUSION

A mathematics coach was providing help and leadership to the mathematics department to improve instructional strategies and student achievement. The mathematics department completed a study about effective strategies for mathematics instruction. Mathematics teachers had analyzed WESTEST results to identify student weaknesses and were designing instruction to target those student weaknesses.

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.

19.1. 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 of West Virginia 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.

19.1.10. Specialized instructional areas. The physical education facilities did not have a drinking fountain or seating available.

19.1.13. Grades 7-12 school site vocational. The Business Education all purpose facility did not have calculators, a copier, overhead projector with screen, or a VCR. The Business Education instructional facilities did not have a display and map rail. The vocational education facilities did not have health occupations, co-op, marketing, and vocational, industrial and technical programs.

19.1.15. Health service units. The health services unit did not have a lavatory.

FOLLOW-UP CONCLUSION

The facility resource needs remained the same as identified in the Draft Education Performance Audit Report with the exception of the following:

19.1.15. Health service units. The health service unit had a lavatory.

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 area of mathematics, Roane County High School and Roane County must implement high yield instructional practices and instruction that will improve students' achievement. Roane County must actively pursue assistance from RESA V, 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

With assistance from Roane County Schools; RESA V; the West Virginia Department of Education; and the West Virginia Center for Professional Development, the Roane County High School staff had received training in Differentiated Instruction, effective instructional strategies, and using data to improve instruction. Data from the WESTEST were used to determine individual student weaknesses in mathematics and reading. This information was being used by classroom teachers to target instruction to the student weaknesses.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
79-503 Roane County High	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Roane County High School.