



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

HUNDRED HIGH SCHOOL

WETZEL COUNTY SCHOOL SYSTEM

APRIL 2009

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

| | Page |
|------------------------------------------------------------|-----------|
| Introduction | 2 |
| Education Performance Audit Team..... | 2 |
| School Performance..... | 3 |
| Annual Performance Measures for Accountability..... | 8 |
| Education Performance Audit | 9 |
| High Quality Standards | 9 |
| Indicators of Efficiency..... | 12 |
| Building Capacity to Correct Deficiencies | 13 |
| Identification of Resource Needs | 14 |
| Early Detection and Intervention | 16 |
| Education Performance Audit Summary | 17 |

INTRODUCTION

An announced Education Performance Audit of Hundred High School in Wetzel County was conducted on March 12, 2009. 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 Improvement 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 D. Brock, Coordinator

West Virginia Department of Education Team Leader – Sarah Lyons, Coordinator,
Office of Instructional Technology

TEAM MEMBERS

| Name | Title | School/County |
|-----------------|---------------------------------|----------------------------------------------|
| Thomas N. Wood | High School Principal | John Marshall High School Marshall County |
| Connie J. Young | High School Assistant Principal | John Marshall High School Marshall County |

SCHOOL PERFORMANCE

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

92 WETZEL COUNTY

William F. Jones, Superintendent

501 HUNDRED HIGH SCHOOL – Passed

Samuel Snyder, Principal

Grades 09 - 12

Enrollment 141 (2nd month 2006–2007 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 | 30 | 31 | 31 | 100.00 | 93.33 | Yes | Yes | ✓ |
| White | 30 | 31 | 31 | 100.00 | 93.33 | NA | NA | NA |
| Black | * | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Low SES | 16 | 17 | 17 | 100.00 | 93.75 | NA | NA | NA |
| Spec. Ed. | ** | ** | ** | ** | ** | ** | ** | ** |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 30 | 31 | 31 | 100.00 | 76.66 | Yes | Yes | ✓ |
| White | 30 | 31 | 31 | 100.00 | 76.66 | NA | NA | NA |
| Black | * | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Low SES | 16 | 17 | 17 | 100.00 | 68.75 | NA | NA | NA |
| Spec. Ed. | ** | ** | ** | ** | ** | ** | ** | ** |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 94.1%

92 WETZEL COUNTY
William F. Jones, Superintendent
501 HUNDRED HIGH SCHOOL – Passed
Samuel Snyder, Principal
Grades 09 - 12
Enrollment 144 (2nd month 2007–2008 enrollment report)

WESTEST 2007-2008

| 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 | 26 | 31 | 31 | 100.00 | 53.84 | Yes | Averaging | ✓ |
| White | 25 | 29 | 29 | 100.00 | 56.00 | NA | NA | NA |
| Black | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Low SES | 14 | 18 | 18 | 100.00 | 42.85 | NA | NA | NA |
| Spec. Ed. | ** | ** | ** | ** | ** | ** | ** | ** |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 26 | 31 | 30 | 96.77 | 69.23 | Yes | Confidence Interval | ✓ |
| White | 25 | 29 | 28 | 96.55 | 72.00 | NA | NA | NA |
| Black | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Low SES | 14 | 18 | 17 | 94.44 | 64.28 | NA | NA | NA |
| Spec. Ed. | ** | ** | ** | ** | ** | ** | ** | ** |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Graduation Rate = 93.2%

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 | 31 | 26 | 31 | 26 | 100.00 | 19.23 | 26.92 | 30.77 | 15.38 | 7.69 | 53.85 |

| Reading | | | | | | | | | | | |
|---------|-------------|----------|--------|------------|------------|--------|---------------|---------|---------------|---------------|------------|
| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 10 | 31 | 26 | 30 | 26 | 96.77 | 11.54 | 19.23 | 34.62 | 19.23 | 15.38 | 69.23 |

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

Other Relevant Performance Data

| Reading | | |
|--------------------|----------|------------|
| Percent Proficient | | |
| Year | Grade 10 | All Grades |
| All Student | | |
| 2004 | 73.52 | 73.52 |
| 2005 | 73.52 | 73.52 |
| 2006 | 66.66 | 66.66 |
| 2007 | 74.19 | 74.19 |
| 2008 | 66.66 | 66.66 |

| Mathematics | | |
|--------------------|----------|------------|
| Percent Proficient | | |
| Year | Grade 10 | All Grades |
| All Student | | |
| 2004 | 64.70 | 64.70 |
| 2005 | 76.47 | 76.47 |
| 2006 | 62.22 | 62.22 |
| 2007 | 90.32 | 90.32 |
| 2008 | 51.61 | 51.61 |

| Science | | |
|--------------------|----------|------------|
| Percent Proficient | | |
| Year | Grade 10 | All Grades |
| All Student | | |
| 2004 | 88.23 | 88.23 |
| 2005 | 85.29 | 85.29 |
| 2006 | 88.88 | 88.88 |
| 2007 | 93.54 | 93.54 |
| 2008 | 83.33 | 83.33 |

| NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2008-09 | | | |
|-------------------------------------------------------------------------------------------|------------------------------|----------------------------------|------------------------------------------|
| High School | Number of AP Courses Offered | Number of Honors Courses Offered | Number of College Credit Courses Offered |
| Hundred High | 9 | 0 | 2 |

| ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD) | | | | |
|--------------------------------------------------------------------|---------|---------|---------|---------|
| Hundred High | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
| 10 th Grade Test Takers (%) | 0.0 | 0.0 | 0.0 | 0.0 |
| 11 th Grade Test Takers (%) | 0.0 | 0.0 | 0.0 | 0.0 |
| 12 th Grade Test Takers (%) | 0.0 | 3.4 | 0.0 | 0.0 |
| 10 th Grade Test Takers (%) with a score of 3 or higher | | | | |
| 11 th Grade Test Takers (%) with a score of 3 or higher | | | | |
| 12 th Grade Test Takers (%) with a score of 3 or higher | 0.0 | 100.0 | 0.0 | 0.0 |

| ESTIMATED COLLEGE GOING RATE FALL 2007 | | |
|---------------------------------------------------|--------------------------------------------|----------------------------|
| | Number of High School Graduates 2006-07 | Overall College Going Rate |
| State | 17,914 | 57.5 |
| Hundred High | 32 | 37.5 |

Source: West Virginia College Going Rates By County and High School Fall 2007, West Virginia Higher Education Policy Commission.

Hundred High School's overall college going rate was significantly lower than the State's average.

| HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSE FALL 2005 | | | |
|-----------------------------------------------------------------------------|-----------------------------------|-------------------------------|----------------------------------------|
| | % in Developmental Mathematics | % in Developmental English | % in Any Developmental Course(s) |
| State | 30.3% | 15.6% | 34.1% |
| Hundred High | 50.0% | 8.3% | 50.0% |

Source: Performance of High School Graduates Enrolled in Public Colleges and Universities, Fall 2005. (December 2006) West Virginia Higher Education Policy Commission.

Hundred High School had a higher percentage of high school graduates enrolled in developmental mathematics than the state and a lower percent enrolled in developmental English than the state.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Hundred High School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics and reading/language arts only by averaging and application of the confidence interval, respectively. A dramatic decline in student achievement was evident from the 2006-2007 school year to the 2007-2008 school year. The county curriculum staff and school staff are urged to address all subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 10 – 46.15 percent in mathematics and 30.77 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Vertical Teaming.
2. WV Virtual School.
3. Successful Practices.
4. Hundred High School Policies and Procedures.
5. APL Strategies.
6. Curriculum Planning.
7. Test Analysis.
8. Formative Assessments.
9. The 21st Century Learner.
10. Differentiated Instruction.
11. West Virginia Department of Education Teach 21.
12. Five-Year Strategic Planning.
13. Rachel's Challenge.
14. Action Plans for Content Standards and Objectives (CSOs).
15. Acuity and Writing Roadmap.
16. Project Based Learning.
17. High School Scheduling for Response to Intervention (RTI).

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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)**

One mathematics teacher could not explain the usage of the 21st Century Content Standards and Objectives (CSOs) in curriculum delivery. When asked how CSO coverage was monitored, it was reported that coverage of the textbook was the method used.

- 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 educational opportunities including enrichment and acceleration. (Policy 2510)**

Students in one special education class were disengaged from the educational process for an extended amount of time.

- 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 observed most classrooms and all teachers were not varying their instructional strategies. Lecture was the predominant instructional strategy. The delivery model for teaching the content standards and objectives failed to emphasize rigorous student performance. It is imperative that teachers vary instructional strategies to keep students engaged and interested in the learning process.

- 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)**

Although several teachers were using 21st Century tools and resources in the classrooms on the day of the Education Performance Audit and the virtual school facilitation model was excellent, the Team was unable to verify that all teachers were integrating technology across the curriculum. The Team requested a computer laboratory schedule or computer laboratory log; however, neither was available. One teacher reported being uncomfortable bringing some classes to the laboratory since not enough computers were in the laboratory (18) to accommodate her largest class.

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.**

The strategic plan committee was listed with inclusive representation but no information was provided to discuss how the committee collaborated in developing the plan. A narrative was not provided explaining how the plan was written or will be revised and/or reviewed. The action steps needed to be more detailed and sequential to accomplish the objectives and did not clearly describe how the goals and objectives will be accomplished. Professional development activities did not reflect sustained, ongoing quality training and only reflected a limited variety of delivery modes. The teachers were unable to discuss the goals of the Five-Year Strategic Plan.

- 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)**

One teacher did not have lesson plans for the Team review. Several teachers had plans which were incomplete and or sketchy and could not be followed by a substitute teacher.

- 7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

The mathematics and science departments had WESTEST teacher action plans for Content Standards and Objectives (CSOs) improvement from the 2006-2007 assessment in lesson plan books, yet no monitoring data was kept. One English teacher indicated that she had used Acuity one time. A pervasive procedure for data analysis was not being applied to improve student and school performance.

7.8. Leadership

7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

The severe WESTEST percent proficient decline in both mathematics and reading/language arts combined with the deficient high quality standards indicated a need for leadership development at both the school and classroom levels.

Wetzel County must implement and monitor school procedures and processes that promote student achievement.

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

8.1.1. 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 principal and teachers must actively work to correct the deficiencies at the school which directly relate to student achievement. Effective delivery of the 21st Century Content Standards and Objectives (CSOs); varied, engaging, high-yield instructional strategies; effective development and implementation of the school's Five-Year Strategic Plan; and data analysis for continuous improvement must be of the highest priority. Student achievement will continue to be insufficient if these areas are not corrected.

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

- 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.**

Capacity building needs to be developed for educators at the school in strategically addressing the deficiencies found by the Team. Targeting resources to the teaching and learning process must be the main focus of the staff, with assistance from the Wetzel County Central Office, to improve student and school achievement.

The Team recommended that the Wetzel County School System Superintendent and the school administrator contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Special Projects – Superintendent's Center for 21st Century Schools at 304-558-7010 ext. 53319 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

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.

- 19.1.5. Library/media and technology center.** Adequate work stations (20) were not provided.
- 19.1.8. Grades 1-12 classrooms.** All classrooms did not have various communications technologies, audiovisual equipment, controllable lights, outlets, and were not located near related educational areas and away from disruptive noises
- 19.1.10. Specialized instructional areas.** The art facilities did not have mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have folding chairs or a podium. The physical education facility did not have a display case.

- 19.1.11. Grades 6-12 science facilities.** The science facilities were not located with easy access to outdoor activities, were not isolated to keep odors from the remainder of the building, and did not have darkening provisions.
- 19.1.12. Grades 7-12 auditorium/stage.** Broadcast capabilities, speakers, and distance learning capabilities were not provided.
- 19.1.13. Grades 7-12 school site vocational.** A copier and overhead projector were not provided in the business education facility. Health occupations, co-op, and marketing were not provided.
- 19.1.14. Food service.** The food service area did not provide for cooking. An instructional board and locker/dressing room were not available.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. The following equipment and furnishings were not provided: Curtained or small rooms with cots, bulletin board, scales, medicine chest, refrigerator with locked storage, first aid kit, desk and chair, and locked medication box.

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.

Hundred High School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention to correct the deficiencies found during the Education Performance Audit. It is imperative that the declining student achievement be reversed and the administration provide high quality staff development to ensure success.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

The Team identified eight high quality standards necessary to improve performance and progress to meet 5.1.1 Achievement.

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.2. High expectations.
- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Hundred High School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Hundred High School in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct deficiencies noted in the report.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Hundred High School and Wetzel County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.