



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LIBERTY HIGH SCHOOL

HARRISON COUNTY SCHOOL SYSTEM

AUGUST 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Liberty High School in Harrison County was conducted on March 12, 2008.

A Follow-up Education Performance Audit of Liberty High School in Harrison County was conducted May 11, 2009. 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.

33 HARRISON COUNTY

Dr. Carl H. Friebel, Jr., Superintendent

502 LIBERTY HIGH SCHOOL – Passed

Dennis Zahradnik, Principal

Grades 09 - 12

Enrollment 641 (2nd month 2005-2006 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	149	158	154	97.46	70.27	Yes	Yes	✓
White	141	146	143	97.94	71.42	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	77	85	81	95.29	64.47	Yes	Yes	✓
Spec. Ed.	21	22	21	95.45	23.80	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	149	158	154	97.46	73.64	Yes	Yes	✓
White	141	146	143	97.94	74.28	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	77	85	81	95.29	61.84	Yes	Confidence Interval	✓
Spec. Ed.	21	22	21	95.45	19.04	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 85.5%

33 HARRISON COUNTY
Dr. Carl H. Friebe, Jr., Superintendent
502 LIBERTY HIGH SCHOOL – Needs Improvement
Dennis Zahradnik, Principal
Grades 09 - 12
Enrollment 625 (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	148	153	150	98.03	55.86	Yes	Averaging	✓
White	144	149	146	97.98	56.02	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	75	80	77	96.25	41.66	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	28	30	30	100.00	3.57	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	148	153	152	99.34	67.34	Yes	Confidence Interval	✓
White	144	149	148	99.32	67.13	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	75	80	79	98.75	52.70	Yes	No	✗
Spec. Ed.	28	30	30	100.00	28.57	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

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

**Passed
Graduation Rate = 82.1%**

33 HARRISON COUNTY
Susan Lee Collins, Superintendent
502 LIBERTY HIGH SCHOOL – Passed
Dennis Zahradnik, Principal
Grades 09 - 12
Enrollment 634 (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	133	142	138	97.18	60.00	Yes	Confidence Interval	✓
White	129	138	134	97.10	60.31	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	66	71	67	94.36	44.44	By Average	Confidence Interval - Averaging	✓
Spec. Ed.	23	23	23	100.00	17.39	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	133	142	138	97.18	73.84	Yes	Confidence Interval	✓
White	129	138	134	97.10	74.60	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	66	71	67	94.36	66.66	By Average	Confidence Interval	✓
Spec. Ed.	23	23	23	100.00	43.47	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 87.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

This is the 1st year that Liberty High School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Liberty High School failed to achieve AYP in the economically disadvantaged (SES) subgroup in reading/language arts. The school achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval and/or averaging, and in the SES subgroup in mathematics by application of the confidence interval/averaging. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts.

The county curriculum staff and school staff were addressing these subgroups in the county and school Five-Year Strategic Plans and applying interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in both mathematics and reading: Grade 10 – 44.14 percent in mathematics and 32.66 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Statewide Writing Assessment revealed a deficiency at Grade 10. West Virginia had 87 percent of the students at or above mastery compared to 85 percent for Harrison County and 75 percent for Liberty High School. The school must continue to address this issue through a schoolwide instruction in writing approach and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.

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

1. Five-Year Strategic Plan Update.
2. ACT EXPLORE Workshop.
3. Autism Training.
4. Best Standards-Based Technology Integration Practices for 21st Century.
5. Co-Teaching.
6. Crisis Prevention Interventions.
7. Curriculum Mapping – Alignment of West Virginia Content Standards and Objectives (CSOs) in Mathematics and Reading/Language Arts.
8. Developing Quality Individualized Education Plans (IEPs).
9. Hyperactivity/Attention Deficit Disorder.
10. Instructional Strategies.

11. Memory, Learning, and the Brain.
12. Mentor Training.
13. Positive Behavior Support (PBS).
14. Peer Mediation Training.
15. Raising the Rigor: Teaching Strategies to Use in High School English.
16. Read Like a Writer! Write Like a Reader!
17. Reading in Content Areas.
18. Safe and Drug Free Schools.
19. Standards Based Mathematics.
20. Summer Science/Mathematics Teachers Academy.
21. Visually Impaired in the Classroom.
22. Walk for Health.
23. WESTEST Data Disaggregation.
24. Worksheets Don't Grow Dendrites.
25. Various Special Education Seminars.
26. Various Administrator Workshops.

FOLLOW-UP REVIEW

MET STANDARD. Liberty High School achieved adequate yearly progress (AYP) on the 2008 WESTEST. AYP was achieved in mathematics in the all students (AS), racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups by applying the confidence interval and/or averaging. In reading/language arts AYP was achieved by the AS and SES subgroups by application of the confidence level. The percent of students scoring at the percent proficient level increased in all groups and subgroups in the 2008 year.

Liberty High School offered advanced placement (AP) Calculus (seven students), AP French (0 students), and AP Studio Art (three students) during the 2008-2009 school year. The school will increase the AP class offerings in the 2009-2010 year with the addition of AP US History (28 requests) and AP French (three requests). Nine students took the AP tests in their courses and all nine students scored a 3 or higher.

Honor classes offered in the 2008-2009 schedule were English 9 (29 students), English 10 (29 students) and English 11 (12 students). Honors Geometry and Honors Algebra II were being added to the schedule for the 2009-2010 year.

The school was partnering with Fairmont State University to offer dual credit courses in English, political science, sociology, and psychology.

The college going rate for students at Liberty High School decreased slightly in 2008 as compared with 2007 (63.1 percent 2007 and 62.7 percent in 2008). The school college going rate was higher than the state college

going rate. Information on the percent of Liberty High School graduates enrolled in college developmental courses was not available.

The Liberty High School staff continued to seek ways of improving student academic achievement. Some of the opportunities provided (2008-2009) included the following.

1. Help laboratories were established to provide remediation, tutoring and/or enrichment during a 30-minute block of time during the lunch period for selected students.
2. Training in Writing Roadmap 2 for English teachers.
3. Staff participation in updating and rewriting the school's Five-Year Strategic Plan.
4. Training in Thinkfinity.
5. Training in the new West Virginia 21st Century content standards and objectives (CSOs).
6. Staff analyzed data from ACT EXPLORE, ACT PLAN, and WESTEST to identify curriculum gaps and student weaknesses.
7. Training in Integrating Technology Into Instruction.
8. Project Based Learning Training.
9. Established Cross Curricular Professional Learning Communities.
10. Revised lesson plans to ensure essential components were included.
11. Training in Response to Intervention (RTI) and Differentiated Instruction.

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2007-2008			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Liberty High	3	3	6

The following Advanced Placement (AP) courses were offered at Liberty High School during the 2007-08 school year.

- AP Calculus – 11 students enrolled.
- AP French – 0 students enrolled.
- AP Studio Art – 3 students enrolled.

The following honors courses were offered at Liberty High School during the 2007-08 school year.

- Honors English 9
- Honors English 10
- Honors English 11

Students were enrolled in the following college level courses taught at Fairmont State University during the 2007-08 school year.

- English (both Fall and Spring semesters)
- Psychology
- Sociology
- Folklore
- Italian

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)				
Liberty 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 (%)	2.9	0.0	0.0	0.0
10 th Grade Test Takers (%) with a score of 3 or higher	*NA	*NA	*NA	*NA
11 th Grade Test Takers (%) with a score of 3 or higher	*NA	*NA	*NA	*NA
12 th Grade Test Takers (%) with a score of 3 or higher	75.0	0.0	0.0	0.0

*NA – Not Available.

The guidance counselor provided the following data of the 2006-07 Advanced Placement (AP) Test data. In 2006-07 16 sixteen students were enrolled in AP Calculus; no one took the AP exam. One student was enrolled in AP French and one student took the AP exam. Three students were enrolled in AP Studio Art; one student took the AP exam and scored 3 or higher.

ESTIMATED COLLEGE GOING RATE FALL 2006		
	Number of High School Graduates 2005-06	Overall College Going Rate
State	17,441	58.3%
Liberty High	130	63.1%

Source: West Virginia College Going Rates By County and High School Fall 2006, West Virginia Higher Education Policy Commission.

Liberty High School's Fall 2006 overall college going rate of 63.1 percent was higher than West Virginia's overall college going rate of 58.3 percent.

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%
Liberty High	29.6%	11.4%	31.8%

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

The percent of Liberty High School's students enrolled in developmental mathematics (29.6 percent) was slightly less than West Virginia's rate (30.3 percent). The percent of Liberty High School's students enrolled in developmental English courses at 11.4 percent was 4.2 percent less than the State's rate (15.6 percent) and the percent of Liberty High School's students enrolled in any developmental course at 31.8 percent was less than the State's 34.1 percent.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

7.7.2. 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 male rest rooms on the first and second floors.

FOLLOW-UP REVIEW

COMPLIANCE. A Prevention Resource Officer (PRO) had been added to the staff and was active in monitoring student tobacco use. Students who violated the tobacco policy (18 this year) were required to attend a tobacco cessation class on the first violation and were cited and sent to magistrate court on the subsequent violations. The school also offered the RAZE program to educate students on tobacco. All staff helped monitor the rest rooms and building during times students were not in classes. The Team inspected the rest rooms and did not see evidence of tobacco use.

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. Harrison 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 Harrison 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.

While test results had declined sharply from the 2005-2006 to the 2006-2007 WESTEST, it was evident that the entire staff was well aware of the students' needs and had taken action to address the deficiencies. Numerous staff development sessions had been conducted that specifically targeted the instructional strategies that will have a positive impact on student achievement. The Team observed high quality instruction in all classrooms and all students interviewed stated that the staff was concerned about their education and taking measures to increase achievement.

FOLLOW-UP CONCLUSION

The targeted training for the staff to improve student achievement continued during the 2008-2009 school year. Although more improvement is needed, student scores on the 2008 WESTEST increased in mathematics and reading for all student groups. The administration reviewed lesson plans and performed classroom walkthroughs to monitor instruction. The staff continued to provide varied, effective classroom instruction.

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.

- 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 Liberty High School and Harrison County have the capacity to improve student achievement. The Team recommended that the administrator investigate and implement a tobacco cessation program to combat the tobacco use.

FOLLOW-UP CONCLUSION

Student achievement as measured by the WESTEST increased in all student groups on the 2008 test. A tobacco cessation program had been implemented and was used in connection with violations of the tobacco use policy to educate students on the health dangers associated with tobacco. The school had also implemented a Not On Tobacco (NOT) program to educate students about tobacco.

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 art facility did not have black-out areas. The music facilities did not have acoustical treatment.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have the following: Gas, vacuum, fume hood, emergency showers, blanket, main gas shut-off, AC current, chairs and desks.
- 19.1.12. Grades 7-12 auditorium/stage.** The high school auditorium did not have space for an orchestra and was not acoustically treated.
- 19.1.15. Health service units.** A health services unit of adequate size was not provided. The following equipment and furnishings were not available: Curtained or small rooms with cots, scales, refrigerator with locked storage, and a work counter.

FOLLOW-UP CONCLUSION

Blankets had been provided for the science classrooms. No other changes had been made.

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 proactive approach that the school had taken and the high quality staff development that had been implemented, the Team believed that student achievement will increase. The administration must continue to monitor and evaluate the effectiveness of each program and make necessary changes to assure program effectiveness. It was evident that student achievement was a high priority and that the administration and all staff were striving to give all students access to high quality instruction.

FOLLOW-UP TEAM SUMMARY

Student achievement remained a high priority for the staff of Liberty High School. The student scores on the 2008 WESTEST increased for mathematics and reading/language arts for all student groups and subgroups. The administration continued to provide professional development to improve instruction and student achievement and monitored instruction with weekly reviews of lesson plans and daily classroom walkthroughs.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
33-502 Liberty 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 Liberty High School.