



SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

PHILIP BARBOUR HIGH SCHOOL COMPLEX

BARBOUR COUNTY SCHOOL SYSTEM

OCTOBER 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Philip Barbour High School Complex in Barbour County was conducted May 5, 2010.

A Follow-up Education Performance Audit of Philip Barbour High School Complex was conducted April 19, 2011. The purpose of the follow-up review 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.” Four of the 6 High Quality Standards cited during the May 5, 2010, audit had not been corrected and the State Board issued the school Temporary Accreditation status and a April 30, 2012, Date Certain to correct the remaining findings.

A Second Follow-up Education Performance Audit at Philip Barbour High School Complex occurred August 28, 2012 to determine that improvement efforts have been sustained and the remaining standards (7.1.2, 7.1.5, 7.1.7, and 7.2.3) have been corrected.

SCHOOL PERFORMANCE

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

02 BARBOUR COUNTY

Dr. DeEdra Lundeen, Superintendent

501 PHILIP BARBOUR HIGH SCHOOL COMPLEX – Passed

Traci Knight, Principal

Grades 09 - 12

Enrollment 794 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

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	174	184	180	97.82	48.53	Yes	Yes	✓
White	171	181	177	97.79	49.40	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	108	115	112	97.39	43.39	Yes	Confidence Interval	✓
Spec. Ed.	41	42	41	97.61	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	174	184	179	97.28	38.23	Yes	Confidence Interval	✓
White	171	181	176	97.23	38.32	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	108	115	111	96.52	33.33	Yes	Confidence Interval	✓
Spec. Ed.	41	42	40	95.23	5.12	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 80.1%

02 BARBOUR COUNTY
Jeff Kittle, Assistant Superintendent
501 PHILIP BARBOUR HIGH SCHOOL COMPLEX – Passed
Traci Knight, Principal
Grades 09 - 12
Enrollment 806 (2nd month 2009-10 enrollment report)

WESTEST 2009-2010

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	189	196	192	97.95	41.62	Yes	Yes	✓
White	180	187	183	97.86	41.47	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	38	42	41	97.61	0.00	NA	NA	NA
Low SES	97	102	99	97.05	32.97	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	189	196	191	97.44	29.72	Yes	Yes	✓
White	180	187	182	97.32	30.11	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	38	42	40	95.23	2.70	NA	NA	NA
Low SES	97	102	99	97.05	23.40	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 79.9%**

02 BARBOUR COUNTY
Dr. F. Joseph Super, Superintendent
501 PHILIP BARBOUR HIGH SCHOOL COMPLEX – Needs Improvement
Lisa Heinbaugh, Principal
Grades 09 - 12
Enrollment 773 (2nd month 2010-11 enrollment report)

WESTEST 2010-2011

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	154	164	158	96.34	36.00	Yes	Confidence Interval - Averaging	✓
White	149	159	153	96.22	37.24	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	25	23	92.00	8.69	NA	NA	NA
Low SES	88	95	90	94.73	28.23	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	154	164	158	96.34	29.33	Yes	No	✗
White	149	159	153	96.22	30.34	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	25	23	92.00	4.34	NA	NA	NA
Low SES	88	95	90	94.73	23.52	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 73.3%

02 BARBOUR COUNTY
Dr. F. Joseph Super, Superintendent
501 PHILIP BARBOUR HIGH SCHOOL COMPLEX – Needs Improvement
Lisa Heinbaugh, Principal
Grades 09 - 12
Enrollment 709 (2nd month 2011-12 enrollment report)

WESTEST 2011-2012

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	182	190	183	96.31	37.28	Yes	Confidence Interval - Averaging	✓
White	171	178	173	97.19	37.12	Yes	Confidence Interval - Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	29	30	29	96.66	10.34	NA	NA	NA
Low SES	108	115	110	95.65	28.57	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	182	190	184	96.84	34.83	Yes	No	✗
White	171	178	174	97.75	35.11	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	29	30	29	96.66	0.00	NA	NA	NA
Low SES	108	115	111	96.52	18.86	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

**Passed
Graduation Rate = 79.3%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Philip Barbour High School Complex achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts and in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. 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 reading/language arts. The county curriculum staff and school staff are urged to address these 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 and novice in both mathematics and reading: Grade 11 – 51.46 percent in mathematics and 61.76 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. Numonics Electronic Whiteboard.
2. Writing Roadmap 2.0.
3. Interwrite Pad Training.
4. 21st Century Leadership.
5. Advanced Placement through the Center For Professional Development.
6. Thinkfinity.
7. Special Education Teacher Leadership Academy.
8. Mathematics Curriculum Mapping and Formative Assessment.
9. Engaging Students.
10. Administrators Forum.
11. Helpful Websites and Resources for 21st Century Teaching and Learning.
12. LETRS (Language Essentials for Teachers of Reading and Spelling).
13. Checking for Understanding – Formative Assessment.
14. Wilson Reading System.
15. Project Based Learning.
16. Thinkfinity Refresher Session.
17. West Virginia 21st Century Content Standards and Objectives (CSOs).
18. Student Accountability Standards (SAS) in Schools.
19. Edline.
20. Acuity Refresher.
21. Mobi Interactive Slate Training.
22. PLATO.
23. Odyssey.
24. Teach 21.

25. Classroom Instruction with Interactive Whiteboards.
26. Quantiles.

FOLLOW-UP REVIEW

MET STANDARD. Although not large enough for adequate progress (AYP), 0.00 percent of the special education (SE) subgroup was proficient in mathematics and only 2.70 percent was proficient in reading/language arts. This is a reminder to the county and school that attention is needed to improve achievement for the SE subgroup as well as the others that have declined in student percent mastery. All staff was provided staff development on the implementation of the West Virginia 21st Century content standards and objectives (CSOs) and on proper lesson plan development. Additional staff development was provided in Depth of Knowledge (DOK) and school climate. The Instructional Practices Inventory (IPI) was being conducted quarterly and Professional Learning Communities (PLC) were in place.

SECOND FOLLOW-UP REVIEW

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are:

Mathematics

AS (+1.28 percent)
W (-0.12 percent)
SE (+1.65 percent)
SES (+0.34 percent)

Reading/Language Arts

AS (+5.50 percent)
W (+4.77 percent)
SE (-4.34 percent)
SES (-4.66 percent)

Philip Barbour High School failed to achieve adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in reading/language arts, and in the SES subgroup in mathematics for two consecutive years. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. While modest gains in student achievement were realized in six of the eight cells, losses were reported in the SE and SES subgroups in reading/language arts. Philip Barbour High School and Barbour County must take action to increase student achievement to greater levels in all areas.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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)

The Team observed numerous students throughout the day who were not engaged in the learning process for extended amounts of time. Some students had their heads down on desks and other students were not engaged. Nineteen teachers permitted this behavior.

Higher level thinking skills were not observed in 26 of the classes observed. Basic memorization was common in these classes.

FOLLOW-UP REVIEW

NONCOMPLIANCE. While all students observed were on task and high quality instruction was observed, at least 12 classes ended instruction and instructional activities at least 10 minutes early. Students in these classes had their materials packed and were talking among themselves for the final 10 minutes of the classes.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. A review of classes revealed that all teachers kept students on task through the entire class period. The principal stated that she had worked with staff last school year and had monitored this area closely to ensure that all students received the maximum number of instructional minutes per day.

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)

Twenty-five teachers did not vary instruction to keep students engaged. The school was on the block schedule and many teachers had only one or two instructional strategies during the 90 minute period. Lecture and worksheets were the predominant instructional strategies in these classes.

Seventeen teachers kept multiple classes on the same pace. This practice did not allow for individual class differences in learning.

Four co-teachers did not actively instruct and served more as an aide. The special educator in these classes must take an active role in curriculum delivery.

FOLLOW-UP REVIEW

NONCOMPLIANCE. While the co-teachers in the classes were actively involved in the delivery of curriculum, at least six teachers continued to keep multiple classes on the same pace. Approximately 20 percent of the lesson plans observed did not have enough material to teach the entire 45 or 90 minute classes.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Interviews with classroom teachers revealed that each class had a plan in place to differentiate for various classes of the same content based on student learning needs. All teachers had sufficient materials in lesson plans to instruct the entire class period.

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)

While the library was technology rich and highly utilized, the Team did not observe, nor could staff verify, that technology was being used to a great extent in the computer laboratories or in classrooms.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The school had one computer laboratory in the library, one mobile computer laboratory, two individual computer laboratories, and the classrooms had stand-alone computers. The library computer laboratory was used approximately 95 percent of the time, the mobile computer laboratory was used approximately 80 percent of the time, the two individual computer laboratories were used approximately 20 percent of the time and no classroom computers were observed to be used on the day of the Follow-up Education Performance Audit. Reasons given for technology not being used to a higher degree included: Poor bandwidth issues, older computers, and one of the computer laboratories lacked windows and was not a good atmosphere.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Additional computers were purchased for the school and an additional computer laboratory had been installed. Computer usage was high in all of the computer laboratories and individual classrooms and all students had regular access to technology.

7.2. Student and School Performance

- 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)**

Thirty-one teachers had incomplete lesson plans that could not be followed by a substitute teacher. “Snow Day” was indicated in several lesson plans, which indicated lesson plans had not been prepared in advance. The principal had not provided written feedback on teachers’ lesson plans as necessary to improve instruction. The Team observed instances in which the content of the lesson plans was not what was actually being taught in the classroom and a notation or explanation was not made to indicate a reason for the incongruity.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Approximately 30 percent of the lesson plans observed remained incomplete and did not have enough information for a substitute teacher to teach the classes. “Snow Day” was not found in any of the lesson plans and there was no evidence that lesson plans were not written in advance. The principal was making high quality instructive feedback on lesson plans; however, teachers did not provide high quality lesson plans in many cases and did not follow the principal’s comments on strengthening lesson plans.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Lesson plans reviewed showed insight and planning for the classes. Compared to lesson plans from the 2011-2012 school year, all teachers had greatly improved their plans and the principal provided evidence of thoroughly reviewing all lesson plans.

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 Philip Barbour High School Complex in providing a thorough and efficient system of education. Barbour 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 Barbour 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.

Philip Barbour High School Complex will need to examine its curriculum to ensure that the West Virginia 21st Century content standards and objectives (CSOs) provide the basis for instruction. The percentage of students below mastery on the WESTEST2 by class in mathematics (51.46 percent) and reading/language arts (61.76 percent) are reminders that the school staff must devote careful attention to the school and classroom practices that contributed to these achievement levels. The Team determined that curricular practices needed to be used more effectively and efficiently.

FOLLOW-UP CONCLUSION

The new principal had provided high quality staff development to ensure that classroom instruction was high quality. The principal and assistant principal conducted classroom walkthroughs, teacher observations, and continually monitored instruction. The Team recommended that the Barbour County central office continue to provide assistance to the principal and recommended that the principal contact the West Virginia Department of Education, Office of School Improvement, for assistance in correcting the noncompliances that had not been corrected.

SECOND FOLLOW-UP CONCLUSION

High quality staff development continued to be implemented at the school and the administration continued to do walkthroughs, observations, and classroom monitoring. The Team believed that student achievement will increase due to the school's leadership and the teachers' willingness to

improve teaching strategies through continued staff development. The principal must continue to elicit assistance from the Barbour County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate and implement programs and practices to increase 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 Philip Barbour High School Complex 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 implementing the West Virginia 21st Century content standards and objectives (CSOs), high expectations for all students, varying instructional strategies, and utilizing technology. The Team believed that the principal is qualified and has the ability to correct these issues with the continued assistance from the county superintendent and central office staff.

The Team recommended that the Barbour County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

Philip Barbour High School Complex had not demonstrated the capacity to correct the findings found on the original Education Performance Audit. The school had not contacted the West Virginia Department of Education, Office of School Improvement, for assistance.

SECOND FOLLOW-UP CONCLUSION

Philip Barbour High School Complex demonstrated the capacity correct the remaining deficiencies found in the original Education Performance Audit. Assistance had been received from the Barbour County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education.

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.

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

FOLLOW-UP CONCLUSION

While the principal had a clear vision for the direction of school improvement, implementation of this vision needs assistance. The Barbour County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education, Office of School Support, will be necessary in bringing about significant school improvement.

SECOND FOLLOW-UP TEAM SUMMARY

The principal remained focused on the goal of providing teachers the resources necessary to improve student achievement and continued work to improve the overall educational environment. The Team believed that the result of this work will be a marked increase in student achievement in all areas. Results of the 2012 WESTEST2 will indicate the success of improvement efforts.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
02-501 Philip Barbour Complex	Full Accreditation			

Education Performance Audit Summary

The four remaining findings (7.1.2. High expectations, 7.1.5. Instructional strategies, 7.1.7. Library/educational technology access and technology application, and 7.2.3. Lesson plans and principal feedback.) had been corrected. The Office of Education Performance Audits recommends that the West Virginia Board of Education issue Philip Barbour High School Complex Full Accreditation status.

Full Accreditation status was based on the 2011 WESTEST2 results. The Office of Education Performance Audits is currently reviewing the 2012 WESTEST2 results which may result in Philip Barbour High School Complex being issued another accreditation status when the data are analyzed and the School District Approval Status and School Accreditation Status Report of Ratings is presented to the State Board at the December 2012 meeting.