

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT FOR MUSSELMAN HIGH SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JUNE 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Musselman High School in Berkeley County was conducted on April 26, 2005. 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 Unified School 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 Brock, Coordinator

West Virginia Department of Education Team Leader – Lorraine Ciambotti, Coordinator, Office of Special Education Programs and Services

West Virginia Department of Education Team Leader – Beth Judy, Coordinator, Office of Student Assessment

West Virginia Department of Education Team Leader – Judy Robertson, Coordinator, Office of Special Education Programs and Services

TEAM MEMBERS

Name	Title	School/County
Dr. Marsha Carr-Lambert	Superintendent	Grant County
David Fincham	Elementary School Principal	Petersburg Elementary Grant County
Brad Fitro	Assistant Middle School Principal	Robert L. Bland Middle Lewis County
Janice Goodwin	Assistant High School Principal	Morgantown High Monongalia County
Ron Hall	Assistant High School Principal	Pocahontas County High Pocahontas County

Name	Title	School/County
Rick Northup	High School Principal	Point Pleasant High Mason County
Kristina Peterman	Elementary School Principal	Jayenne Elementary Marion County
David Roth	Middle School Principal	Elkins Middle Randolph County
Carroll Staats	Board Member	Jackson County
Barbara Whitecotton	Middle School Principal	Moorefield Middle Hardy County
Thomas Wood	Assistant High School Principal	John Marshall High Marshall County
Connie Young	High School Principal	Cameron High Marshall County

SCHOOL PERFORMANCE

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

04-503 MUSSELMAN HIGH SCHOOL - Needs Improvement

BERKELEY COUNTY

Ronald Stephens, Principal

Grades 09 - 12

Enrollment 1308

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	279	289	285	98.62	60.36	Yes	Yes	✓
White	265	273	269	98.53	60.91	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	52	57	57	100.00	51.92	Yes	Confidence Interval	✓
Spec. Ed.	38	39	38	97.44	13.51	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	279	289	285	98.62	72.36	Yes	Yes	✓
White	265	273	269	98.53	72.41	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	52	57	57	100.00	69.23	Yes	Confidence Interval	✓
Spec. Ed.	38	39	38	97.44	24.32	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Needs to Improve

Graduation Rate = 76.2%

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	289	279	285	275	98.62	9.82	29.82	45.09	10.18	5.09	60.36

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	289	279	285	275	98.62	6.91	20.73	37.82	25.09	9.45	72.36

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
9	4%	10	4%	65	25%	55	22%	106	42%	4	2%	3	1%	3	1%	255

Note: Ninety-six percent (96%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
70.33%	2003-04
32.07%	2002-03
62.86%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Musselman High School achieved adequately yearly progress (AYP) for Achievement. However, students in the economically disadvantaged (SES) subgroup only met AYP in mathematics and reading/language arts by application of the confidence interval and may have achievement deficiencies if interventions have not been undertaken throughout the 2004-2005 school year. Additionally, the number of students enrolled for the full academic year (FAY) was below the number (N) 50, which is considered for accountability in the special education (SE) subgroup. This subgroup performed below the State's proficiency level in both mathematics and reading/language arts.

Below Standard

5.1.4. Graduation rate.

Musselman High School failed to achieve adequate yearly progress (AYP) for Graduation rate. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

In accordance with Section 9.4 of the policy, the Unified School Improvement Plan (USIP) had been revised to address 5.1.4. Graduation rate, the plan was approved by the West Virginia Board of Education, and the school was meeting the objectives and time line specified in the revised USIP. Consequently, the West Virginia Board of Education upgraded the school to Conditional Accreditation status at the February 10, 2005 meeting.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Musselman High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.2. **High expectations and 6.1.6. Instruction in writing.** In one particular art class the teacher had students write their own projects as lesson plans that included: A research component, application, goals, time line, and objectives. This was an excellent example of high expectations for students as well as instruction in writing.

- 6.1.5. Instructional strategies.** The chorus teacher implemented excellent transitions through various instructional activities in chorus. The students were actively engaged in the instruction throughout the entire period.
- 6.5.3. Statewide assessment.** A high percentage (96.2 percent) of Grade 10 students scored at 2 or above on the Statewide Writing Assessment.
- 6.7.1. School rules, procedures, and expectations.** The school environment appeared safe and orderly. The teachers and the students indicated that the school was a safe place.
- 7.1.3. Facilities.** The school was clean and well maintained.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.4. Graduation rate).

6.1. Curriculum

- 6.1.2. High expectations.** Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

The Team observed high numbers of students sleeping/resting with heads on their desks and/or not engaged in learning activities.

Students were not actively involved in learning in the academy classes (low-ability) for the entire class period. Furthermore, classes in which students are grouped by ability show a lack of high expectations for all students.

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

The use of varied instructional strategies was not evidenced in instruction or lesson plans.

- 6.1.7. Library/educational technology access and technology application.** The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

The Team observed that technology was only being utilized by a small percentage of students. Teachers interviewed stated that the reason that technology was not used was that technology was out-of-date and did not work.

6.1.8. 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)

Interviews with a science teacher indicated that the teacher did not have access to an appropriate science laboratory in order to meet the 50 percent active inquiry, investigation, and experimentation requirement for science instruction.

6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

While a countywide multicultural plan was in place, the plan was not being implemented on a schoolwide basis.

6.2. Student and School Performance

6.2.3. 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)

Several lesson plans had not been checked by the administration at least three times as of the date of the audit. In consideration of the low graduation rate, students not actively engaged in academy classes, and lack of a variety of instructional strategies, the principal needed to review lesson plans and provide written feedback, as necessary to improve instruction.

6.6. Personnel

6.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

Special educators collaborating in content courses were not licensed in the content areas.

RECOMMENDATIONS

6.1.2. High expectations. Through educator interviews and classroom observations, the Team determined that a communication gap existed between the regular education teachers and the special education teachers. Teachers indicated instances in which the special education teachers were left out of the loop as far as planning was concerned. The Team recommended that staff development be provided to assure that the general education teachers and special education teachers work together to ensure that all students achieve at a higher level.

A lack of high expectations for all students is a critical factor when considering the low graduation rate. The Team recommended the development of a program that would promote and exhibit high expectations by the faculty for all students.

The Team recommended that the school implement the four pillars of school improvement as advocated by the West Virginia Department of Education.

With the implementation of a more inclusive program for the education of special education students, the Team recommended additional staff development for special educators and regular educators on co-teaching and collaboration.

It was noted that only five Advanced Placement (AP) classes were offered (Literature, Language, Psychology, U.S. History, and Calculus). The Team recommended AP course offerings be expanded to provide more opportunities for students.

- 6.1.3. Learning environment.** In the photography class the Team noted that the dark room and the classroom are a significant distance from one another, which makes adequate supervision difficult. The Team recommended that this situation be corrected.
- 6.1.7. Library/educational technology access and technology application.** The Team determined that several of the computers and computer programs were outdated and/or inoperable. The Team recommended that measures be taken to update operating systems and repair existing computers. Additional funding for technology was recommended to update operating systems and repair existing computers.
- 6.8.1. Leadership.** The Team noted that this was the second year for the principal at Musselman High School who had provided leadership to bring about positive changes. The principal prioritized issues and dealt with the most serious ones first. Now that the overarching management issues have come together, the principal is postured to aggressively attack the deficient graduation rate as well as achievement of the special education (SE) and economically disadvantaged (SES) subgroups. The Team recommended that assistance from the West Virginia Department of Education (WVDE) and RESA VIII in developing and implementing a plan to improve communication at the school and county level, particularly in regard to special education being a vital component of the school.

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.

7.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

With a student enrollment of approximately 1300 students, the school and school district need to assess the overall curriculum needs and offerings, in particular Advanced Placement courses. A school serving 1300 students should have the ability to offer more than five Advanced Placement (AP) courses.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Healthy Promotion (304) 558-8830
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

16.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system;

Musselman High School has experienced historic issues with not meeting West Virginia's Performance Measures for Accountability. During the past five years, Musselman High School achieved full accreditation status in two of those years (2000

and 2001). Now that the weaknesses have been identified, the county and school staff must address specifics to close the achievement gap and increase the graduation rate.

16.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.

Musselman High School and Berkeley County have not demonstrated that they have the capacity in consistently achieving the standards and alleviating the deficiencies. To this end, the Office of Education Performance Audits recommends that the needed capacity be enhanced by the State education agencies to bring about sustained improvement.

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.

- 17.1. 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 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.

- 17.1.11. Grades 6-12 science facilities.** All science rooms do not have a sink, hot and cold water, and gas.
- 17.1.14. Food service.** The food service area did not have a chalkboard and bulletin board.
- 17.1.15. Health service units.** A health service unit was available part time. The medicine chest was stored in the main office, the unit did not have a refrigerator with locked storage.
- 17.1.16. Grades 7-12 vocational.** The business education class did not have a copier.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-503 Musselman High	Conditional Accreditation	6.1.2; 6.1.5; 6.1.7; 6.1.8; 6.1.12; 6.2.3; 6.6.2		
			5.1.4	May 31, 2007

Education Performance Audit Summary

The Team identified seven (7) high quality standards – necessary to improve performance and progress to meet the 5.1.4. Graduation rate. Additionally, the Team presented four (4) recommendations, noted an indicator of efficiency, and suggested capacity building issues.

Musselman High School's Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.4.). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Musselman High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.