

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

SCOTT HIGH SCHOOL

BOONE COUNTY SCHOOL SYSTEM

FEBRUARY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Scott High School in Boone County was conducted on January 11, 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 – Michael W. Kessinger, Retired

TEAM MEMBERS

Name	Title	School/County
Robert Seymour	Retired Educator	Kanawha County
Glen Sweet	Director of Instruction	Barbour County Schools
Paulette Anderson	Elementary School Principal	East Dale Elementary Marion County

SCHOOL PERFORMANCE

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

06-501 SCOTT HIGH SCHOOL - Needs Improvement

BOONE COUNTY

Leonard Bolton, Principal
Grades 09 – 12
Enrollment 655

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	145	149	149	100.00	51.03	Yes	Confidence Interval	✓
White	144	148	148	100.00	50.69	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	74	76	76	100.00	37.83	Yes	No	✗
Spec. Ed.	44	45	45	100.00	11.36	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	145	149	149	100.00	68.96	Yes	Confidence Interval	✓
White	144	148	148	100.00	68.75	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	74	76	76	100.00	52.70	Yes	No	✗
Spec. Ed.	44	45	45	100.00	29.54	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

**Passed
Graduation Rate = 82.8%**

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	149	145	149	145	100.00	14.48	34.48	33.10	13.10	4.83	51.03

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	149	145	149	145	100.00	6.90	24.14	33.79	27.59	7.59	68.97

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	%	
3	2%	8	6%	35	24%	29	20%	55	38%	7	5%	4	3%	4	3%	145

Note: Ninety percent (90%) 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
29.45%	2003-04
34.36%	2002-03
29.32%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Scott High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup was designated in 5.1.1. Achievement, economically disadvantaged students (SES). 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.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. High expectations.** The administration and teachers were focused on instruction and curriculum and were committed to improving student achievement. Monthly focus group meetings were conducted to review and discuss best practices. Administrators demonstrated consistency and leadership to teaching and learning.
- 6.1.5. Instructional strategies.** A variety of professional development opportunities were available to staff at both the school and the county levels. The school focus groups conducted book studies to discuss the current literature on instructional strategies.
- 6.1.6. Instruction in writing.** A technical writing program was implemented across the curriculum. Classroom observations and lesson plans showed that students were writing weekly in all curricular areas.
- 6.2.1. Unified County and School Improvement Plans.** A Unified School Improvement Plan (USIP) was developed and implemented even though one was not required for the current school year. The plan was comprehensive and addressed the needs of the school to meet adequate yearly progress (AYP).
- 6.5.1. Parents and communities are provided information.** Parents and the community were provided information about the school through a monthly newsletter, student/parent handbook, a school website, open house, parent conferences, the school messenger service, and Ed-line.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard

6.1. Curriculum

6.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

Classrooms 220, 221, and 222 were located adjacent to the gymnasium. The Team observed that the noise level was distracting to teaching and learning.

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)

A teacher of a self-contained behavior disorders class was not licensed to teach mathematics, social studies, science, or English.

A teacher of a self-contained mentally impaired class was not licensed to teach mathematics, English, or social studies.

Two teachers of self-contained mentally impaired classes were not licensed to teach mathematics.

6.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

A first year teacher did not have a mentor assigned.

RECOMMENDATIONS

6.1.1. Curriculum based on content standards and objectives. The Team determined that the school had prioritized their curriculum and developed focus calendars. The Team recommended that the school and county continue to the next phase of developing curriculum maps and pacing guides for long term curriculum planning.

6.1.7. Library/educational technology access and technology application. The Team recommended that the school expand the use of technology to address student achievement. The school and county should explore the use of basic skills software for remediation for students not performing at the proficient level on the statewide assessment.

6.1.9. Programs of study. Presidential Physical Fitness Test (PPFT) trend data showed that students have consistently performed at a low level. The Team recommended that the Unified School Improvement Plan (USIP) be revised to address the deficiency. This may necessitate developing specific strategies for skill improvement as well as reviewing, revising, and strengthening the physical education curriculum.

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.

None identified.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.3. Learning environment.	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
6.6.4. Principal and teacher internship.	West Virginia Department of Education Office of Human Resources (304) 558-3401

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 the Scott High School and Boone County Schools have the capacity to correct the identified deficiencies and increase student achievement.

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.

- 17.1.1. School location.** The school campus did not have sufficient acreage.
- 17.1.2. Administrative and service facilities.** A reception/waiting area was not available.
- 17.1.4. Counselor's office.** The counselor's office did not have easy access to student records.
- 17.1.10. Specialized instructional areas.** The art facility was not adequate in size and did not have mechanical ventilation. The music facility did not have a drinking fountain and display case.
- 17.1.11. Grades 6-12 science facilities.** Classroom 107 (Biology) was not adequate in size, did not have water and gas, a ventilation fume hood, sufficient student workstations, fire extinguisher, blanket, and an emergency shower. Classroom 115 (Chemistry) was not adequate in size. Classrooms 114 and 119 (General Science) were not adequate in size, did not have sufficient student workspace, fire extinguishers, blankets, and emergency showers. Classroom 123 (Physics) was not adequate in size, did not have

water and gas, a ventilation fume hood, sufficient student workstations, fire extinguisher, blanket, and an emergency shower.

- 17.1.12. Grades 7-12 auditorium/stage.** An auditorium/stage area was not available.
- 17.1.14. Food service.** The food service area did not have adequate space to accommodate 3/8s of the student body, a teachers' dining area was not available, and a locker/dressing room was not available.
- 17.1.15. Health service units.** The health service unit did not have adequate size. A toilet, lavatory, refrigerator with locked storage, and a work counter were not available.

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
06-501 Scott High	Conditional Accreditation	6.1.3; 6.6.2; 6.6.4		September 1, 2005
			5.1.1 (SES)	May 31, 2007

Education Performance Audit Summary

The Team identified three (3) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) subgroup.

Scott 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 (5.1.1. SES). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Scott High School in improvement efforts. The school and county have until the next accreditation cycle (September 1, 2005) to correct deficiencies noted in the report.