



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**VAN JUNIOR/SENIOR HIGH SCHOOL**

**BOONE COUNTY SCHOOL SYSTEM**

**MAY 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Van Junior/Senior High School in Boone County was conducted February 23, 2011. 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 declining and a graduation rate 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 concentrated on the declining student achievement and the annual performance measure (5.1.4. Graduation rate) that was below standard 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 and Technology – Sterling Beane, Jr., Coordinator, Office of Instructional Technology

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Jerry D. Bawgus	Middle School Principal	Trap Hill Middle School Raleigh County
Athanasia P. Butcher	High School Principal	Gilmer County High School Gilmer County
Rachel D. Pauley	Middle School Principal	Beckley-Stratton Middle School Raleigh County
Ronald A. Reedy	High School Assistant Principal	Sissonville High School Kanawha County

### SCHOOL PERFORMANCE

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

#### 06 BOONE COUNTY

John G. Hudson, Superintendent

#### 503 VAN JUNIOR/SENIOR HIGH SCHOOL – Passed

Anthony Jones, Principal

Grades 06 - 12

Enrollment 248 (2<sup>nd</sup> month 2008-2009 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
<b>Mathematics</b>								
All	125	135	132	97.77	47.96	Yes	Yes	✓
White	125	135	132	97.77	47.96	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	26	27	27	100.00	15.38	NA	NA	NA
Low SES	63	67	65	97.01	41.93	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	125	135	131	97.03	50.40	Yes	Yes	✓
White	125	135	131	97.03	50.40	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	26	27	26	96.29	11.53	NA	NA	NA
Low SES	63	67	64	95.52	43.54	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Graduation Rate = 86.5%**

**06 BOONE COUNTY**  
John G. Hudson, Superintendent  
**503 VAN JUNIOR/SENIOR HIGH SCHOOL – Needs Improvement**

Anthony Jones, Principal  
Grades 06 - 12  
Enrollment 239 (2<sup>nd</sup> month 2009-2010 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
<b>Mathematics</b>								
All	119	126	124	98.41	34.18	Yes	Yes	✓
White	119	126	124	98.41	34.18	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	24	27	26	96.29	4.34	NA	NA	NA
Low SES	61	67	66	98.50	33.33	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	119	126	124	98.41	35.04	Yes	Yes	✓
White	119	126	124	98.41	35.04	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	24	27	27	100.00	12.50	NA	NA	NA
Low SES	61	67	67	100.00	29.50	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Needs to Improve  
Graduation Rate = 71.4%**

VAN JUNIOR/SENIOR HIGH SCHOOL

**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
06	30	29	30	29	100.00	34.48	37.93	24.14	3.45	0.00	27.59
07	32	29	31	28	96.88	46.43	21.43	17.86	14.29	0.00	32.14
08	37	34	37	34	100.00	52.94	17.65	17.65	11.76	0.00	29.41
11	27	27	26	26	96.30	38.46	11.54	23.08	7.69	19.23	50.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	30	29	30	29	100.00	41.38	24.14	17.24	13.79	3.45	34.48
07	32	29	32	29	100.00	31.03	20.69	31.03	17.24	0.00	48.28
08	37	34	37	34	100.00	41.18	35.29	14.71	2.94	5.88	23.53
11	27	27	25	25	92.59	52.00	12.00	12.00	12.00	12.00	36.00

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	119	40	77
White	119	40	77
Special Education	24	1	22
SES	61	20	40

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	119	41	76
White	119	41	76
Special Education	24	3	21
SES	61	18	43

**NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND  
COLLEGE COURSES OFFERED  
2010-2011**

High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Van Junior/Senior High	6	4	5

AP Courses: AP US History, AP Government and Politics, AP English Language, AP English Literature, AP Biology, AP Chemistry. According to the College Board AP Course Ledger – Authorized Courses, two of the AP courses were not authorized (AP U.S. Government and Politics and AP United States History).

Honors Courses: English 9, English 10, Chemistry & Trigonometry.

Dual Credit Courses: Psychology, Sociology, English 101, Speech, Spanish 3.

Van Junior/Senior High	2005-06	2006-07	2007-08	2008-09	2009-10
10 <sup>th</sup> Grade Test Takers (%)	0.0	0.0	0.0	0.0	0.0
11 <sup>th</sup> Grade Test Takers (%)	0.0	35.7	75.6	32.1	88.5
12 <sup>th</sup> Grade Test Takers (%)	0.0	34.5	72.2	34.2	76.0
10 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0	0.0
11 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	12.5	11.1	13.0
12 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	12.5	0.0

The principal must investigate programs and practices to increase the percentage of test takers and the percent of students with a score of 3 or higher.

**ESTIMATED COLLEGE GOING RATE  
FALL 2009**

	Number of High School Graduates 2008-09	Overall College Going Rate Percentage
State	18,418	61.5%
Boone County	259	51.4%
Van Junior/Senior High	32	68.8%

Source: West Virginia College Going Rates By County and High School Fall 2009, West Virginia Higher Education Policy Commission.

The estimated total college going rate in institutions of higher learning for Van Junior/Senior High School in the fall 2009 at 68.8 percent was higher than the State (61.5 percent) and exceeded Boone County (51.4 percent).

<b>HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2009</b>					
	1 <sup>st</sup> Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,311	1,291	15.53%	2,020	24.31%
Boone County	110	23	20.91%	34	30.91%
Van Junior/Senior High	19	5	26.32%	6	31.58%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2009 (census).

Van Junior/Senior High students were enrolled in developmental English (26.32 percent) and mathematics (31.58 percent) at a higher rate than the State (English 15.53 percent; Mathematics 24.31 percent) and Boone County (English 20.91 percent; Mathematics 30.91 percent). Rigor and relevance must be increased in these classes at the school level to decrease the number of students requiring these developmental classes.



## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

**Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 6 – 72.41 percent in mathematics and 65.52 percent in reading; Grade 7 – 67.86 percent in mathematics and 51.72 percent in reading; Grade 8 – 70.59 percent in mathematics and 76.47 percent in reading; Grade 11 – 50.00 percent in mathematics and 64.00 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. The county curriculum staff and school staff are urged to address this subgroup in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.**

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

1. WESTEST2 Data Analysis.
2. Acuity.
3. ACT Plan and Explore.
4. West Virginia Writes.
5. Five-Year Strategic Plan.
6. Depth of Knowledge.
7. Differentiated Instruction.
8. Teach 21 Website.
9. TechSteps.
10. Response to Intervention.
11. Personal Responders.
12. MOBI Interwrites.
13. Texas Instruments Inspire Calculators.
14. Online Individualized Education Programs (IEPs).
15. Co-teaching.
16. Instructional Practices Inventory.

### Below Standard.

#### 5.1.4. Graduation rate.

**Van Junior/Senior High School failed to achieve adequately yearly progress (AYP) in 5.1.4. Graduation rate. In accordance with Section 10.6 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 December 2010 State Board meeting. The school revised its electronic strategic plan to improve the graduation rate and was upgraded to Conditional Accreditation status at the March 9, 2011 West Virginia Board of Education meeting with a June 30, 2012 Date Certain to achieve adequate yearly progress (AYP).

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. **Learning environment.** The Team commented the school's learning environment. The school was clean and educationally stimulating. All students were on-task and active instruction was evident buildingwide.
- 7.1.6. **Instruction in writing.** Writing across the curriculum was emphasized in all classrooms. Numerous examples of writing were evident throughout all classes and teachers were addressing the students' needs based on the writing section of the WESTEST2 writing assessment.
- 7.1.7. **Library/educational technology access and technology application.** Van Junior/Senior High School provided a mobile and stationary computer laboratory for teachers and students as a resource for supporting classroom technology instruction. Each student was provided extensive access to technology and its application within the instructional day. The school technology contact was available and assisted teachers in ensuring that technology was operational and optimized for curriculum integration. The school technology contact and principal supported teachers in integrating technology and students benefited from these practices.

## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress.

#### 7.1. Curriculum

- 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)**

Two special education teachers in co-teaching classes participated more as aides than co-teachers. These teachers did not take an active role in the curriculum delivery.

#### 7.2. Student and School Performance

- 7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

The guidance counselor stated that only 70 percent of the work day was spent in a direct counseling relationship with students. The other time involved clerical duties (enrolling students, scheduling, and WESTEST2 data analysis). A counseling log that could verify counseling times was not available.

Given the graduation rate, it is important for direct counseling services to be provided to the maximum.

## 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 Van Junior/Senior High School in providing a thorough and efficient system of education. Boone 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 Boone 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 spearheaded programs and practices to increase the graduation rate at Van Junior/Senior High School. These included: A half time graduation coach was employed to work with students who were determined to have the potential to drop out of school; inclusion classes were established; the PLATO credit recovery program was in place to assist students in gaining credits lost toward graduation; and time was allocated during lunch to give students assistance in completing make-up work.

### **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 Van Junior/Senior 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.**

Programs and practices the school and county have instituted led the Team to conclude that Van Junior/Senior High School and Boone County have the capacity to correct the identified deficiencies and to increase the graduation rate.

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

## 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.** On-line periodical indexes and copying equipment were not available.

**19.1.10. Specialized instructional areas.** The music facility did not have acoustical treatment. The physical education facilities did not have a data projector or 50 inch screen monitor and did not have network and Internet access

**19.1.11. Grades 6-12 science facilities.** The science facilities did not have easy access to outdoor activities and did not have compressed air.

**19.1.12. Grades 7-12 auditorium/stage.** An auditorium/stage was not available.

**19.1.14. Food service.** A locker/dressing room was 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.**

The principal and staff must remain aware of the needs of the students who have the potential for dropping out of school and continue to incorporate programs and practices already in place to improve the percentage of students graduating from high school. They will need to monitor the success of current programs and adjust them as necessary.

Student achievement on the WESTEST2 had declined from the previous year. The school and county will need to provide interventions and monitor student and school progress.

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

## Education Performance Audit Summary

Van Junior/Senior High School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The school was visited due to declining WESTEST2 scores and a low graduation rate. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Van Junior/Senior High School in improvement efforts.

The Team identified two high quality standards necessary to improve performance and progress.

**7.1.5. Instructional strategies** (co-teachers participated as an aide).

**7.2.2. Counseling services** (less than 75 percent in direct counseling).

The Team presented three commendations.

**7.1.3. Learning environment** (clean and stimulating).

**7.1.6. Instruction in writing** (numerous examples in class).

**7.1.7. Library/educational technology access and technology application** (was emphasized).

The report includes comments concerning: Indicators of efficiency, capacity building resources, and early detection and intervention.

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 and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Van Junior/Senior High School and Boone County to correct the findings noted in the report by the next accreditation cycle.