



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

VAN JUNIOR/SENIOR HIGH SCHOOL

BOONE COUNTY SCHOOL SYSTEM

JUNE 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Van Junior/Senior High School in Boone County was conducted February 23, 2011.

A Follow-up Education Performance Audit of Van Junior/Senior High School was conducted April 20, 2012. 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.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

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 (2nd 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
Mathematics								
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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 (2nd 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
Mathematics								
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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%

06 BOONE COUNTY
John G. Hudson, Superintendent
503 VAN JUNIOR/SENIOR HIGH SCHOOL – Needs Improvement
Anthony Jones, Principal
Grades 06 - 12
Enrollment 242 2nd month 2010-2011 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	141	153	150	98.03	30.21	Yes	No	✗
White	141	153	150	98.03	30.21	Yes	No	✗
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	28	30	29	96.66	22.22	NA	NA	NA
Low SES	75	82	79	96.34	16.43	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	141	153	149	97.38	42.02	Yes	Confidence Interval	✓
White	141	153	149	97.38	42.02	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	28	30	29	96.66	25.92	NA	NA	NA
Low SES	75	82	78	95.12	29.16	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 71.2%

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.

FOLLOW-UP REVIEW

ACHIEVED STANDARD

According to the federal No Child Left Behind (NCLB) specifications for adequate yearly progress (AYP), this was the 1st year that Van Junior/Senior High School failed to achieve AYP in one or more subgroups designated in 5.1.1. Achievement. Therefore, the school met the standard for full accreditation status.

Van Junior/Senior High School declined in student percent proficient in mathematics in the all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups and improved in the special education (SE) subgroup. The reading/language arts percent proficient improved in the AS, W, and SE subgroups and declined moderately in the SES subgroup.

Changes in the percent proficient from the 2010 WESTEST2 to the 2011 WESTEST2 follow.

Mathematics

- All Students (AS) – (-3.97 percent)
- Racial/Ethnicity White (W) – (-3.97 percent)
- Special Education (SE) – (+17.88 percent)
- Economically Disadvantaged (SES) – (-16.90 percent)

Reading/Language Arts

- All Students (AS) – (+6.98 percent)
- Racial/Ethnicity White (W) – (+6.98 percent)
- Special Education (SE) – (+13.42 percent)
- Economically Disadvantaged (SES) – (-0.34 percent)

The Van Junior/Senior High School principal and staff are very proud that their students scored better than students at all other high schools in West Virginia on the 2011 American College Test (ACT) with a composite score of 22.9. Scores on each of the tests exceeded the average West Virginia score and the average National score on the ACT.

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

1. Read 180.
2. Extensive training with Dr. Hines for teachers working in co-teaching situations.
3. Instructional Practices Inventory (IPI). The IPI has been conducted twice this year with another one scheduled.
4. Mobi and Student Responder Training.
5. Differentiated Instruction.
6. E Learning Class.

The county Instruction Coaches worked in classrooms with teachers two days per week on lesson planning, effective instructional strategies, classroom management, varying instructional activities, etc.

Last year the school had eight full-time substitute teachers and this year no full-time substitute teachers are being used.

The school administrators regularly monitored instruction by classroom walkthroughs, lesson plan reviews, and school team meetings.

All middle school teachers had a common planning period to meet as a team and review planning and strategies to address student and class weaknesses. The principal met with the middle school team bi-weekly to discuss student achievement, lesson planning, instructional strategies, etc.

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).

FOLLOW-UP REVIEW

MET STANDARD.

The school graduation rate improved from 71.4 percent to 74.2 percent for the 2011 graduating class. The standard was met per the NCLB provision "passing based on improvement".

Van Junior/Senior High School instituted the following programs to provide students extra support to enable them to be academically successful and graduate from high school.

1. Students were involved in the Credit Recovery program during the 2011-2012 school year and recovered 28 course credits toward graduation at the date of the follow-up review.
2. A part time Graduation Coach provided assistance to students at risk of not meeting graduation requirements.

3. A learning skills class was scheduled during lunch to provide students assistance and avoid having a "zero paper".
4. Funds from the 21st Century Grant provided two late evening buses for students to remain after school for credit recovery classes and/or tutoring.
5. The guidance counselor provided opportunities for students who were experiencing various problems that potentially impacted their ability to graduate.

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.

FOLLOW-UP REVIEW

COMPLIANCE. Teachers and co-teachers were provided extensive professional development on working together in curriculum delivery. The Team interviewed teachers and observed classroom instruction and confirmed the process was working smoothly this school year (2011-2012).

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.

FOLLOW-UP REVIEW

COMPLIANCE. The guidance counselor maintained a log of time and tasks this school year (2011-2012) which showed more than 75 percent of the counselor's time was spent in a direct counseling relationship with students.

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.

FOLLOW-UP REVIEW CONCLUSION

The graduation rate improved from 71.4 percent in 2010 to 74.2 percent in 2011. Numerous programs and assistance were being provided to assist students to be successful so they will remain in school and graduate. Students earned 28 credits to date in the Credit Recovery program. The school staff expressed optimism that the 2012 graduation rate will show further improvement.

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.

FOLLOW-UP REVIEW CONCLUSION

The county superintendent and county staff and the West Virginia Department of Education, Office of School Improvement, provided the school assistance in revising the Five-Year Strategic Plan and action steps to correct the deficiencies noted in the Education Performance Audit report.

The deficiencies have been corrected and the graduation rate was continually being addressed. The staff further developed programs this school year and were hopeful that further improvement in the graduation rate will be realized by the class of 2012.

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.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained the same as identified in the original Education Performance Audit report with the exception of the following:

19.1.5 - The school library had on-line periodical indexes and copying equipment available.

19.1.10 - The physical education facility had a data projector and Internet access.

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.

FOLLOW-UP REVIEW TEAM SUMMARY

The principal and staff were very aware of the students who were potential dropouts and continually reviewed student data and discussed additional strategies and techniques to address individual student needs. The programs in place to prevent student dropouts were successful in students recovering course credits.

The entire school staff attended the county Data Disaggregation program for two days in August 2011. The staff used the WESTEST2 data to guide instruction and adjusted instruction to meet student weaknesses shown on the benchmark tests during the year.

The plan to improve designed in the Capacity Building Section has been the guiding document for school improvement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Van Junior-Senior High School	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 Van Junior/Senior High School.**