



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BROOKE HIGH SCHOOL

BROOKE COUNTY SCHOOL SYSTEM

JULY 2011

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Brooke High School in Brooke County was conducted March 24, 2010.

A Follow-up Education Performance Audit of Brooke High School was conducted April 11, 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.”

SCHOOL PERFORMANCE

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

10 BROOKE COUNTY

Mary K. Hervey DeGarmo, Superintendent

502 BROOKE HIGH SCHOOL – Passed

Toni Shute, Principal

Grades 09 - 12

Enrollment 1,169 (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	249	255	250	98.03	46.72	Yes	Confidence Interval	✓
White	246	252	247	98.01	46.88	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	113	115	112	97.39	33.63	Yes	No	✗
Spec. Ed.	36	37	36	97.29	11.42	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	249	255	247	96.86	37.75	Yes	Confidence Interval	✓
White	246	252	244	96.82	37.39	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	113	115	110	95.65	24.07	Yes	No	✗
Spec. Ed.	36	37	36	97.29	2.85	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 95.2%

10 BROOKE COUNTY
Mary K. Hervey DeGarmo, Superintendent
502 BROOKE HIGH SCHOOL – Passed

Toni Shute, Principal
Grades 09 - 12
Enrollment 1,170 (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	242	247	246	99.59	48.54	Yes	Yes	✓
White	229	233	232	99.57	48.24	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	30	31	30	96.77	20.68	NA	NA	NA
Low SES	83	84	83	98.80	39.02	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	242	247	247	100.00	40.08	Yes	Yes	✓
White	229	233	233	100.00	40.17	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	30	31	31	100.00	13.33	NA	NA	NA
Low SES	83	84	84	100.00	32.53	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 96.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Brooke High School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts for the 2008-2009 school year. Brooke High School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups 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 mathematics and 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 in both mathematics and reading: Grade 11 – 53.28 percent in mathematics and 62.24 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Brooke High School performed within the point range (664-507) for distinction accreditation status.

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

1. Professional Learning Communities.
2. Power Standards.
3. Smart Goals.
4. WESTEST2 Data Analysis.
5. Engage Me or Enrage Me.
6. Brain Research Presentation.

7. Technology Updates.
8. Co-teaching Training.
9. Differentiated Instruction Strategies.
10. Individualized Education Plan (IEP) Process and Changes.
11. TEACH 21.

FOLLOW-UP REVIEW

MET STANDARD. Brooke High School achieved adequate yearly progress (AYP). The school increased student percent mastery in all subgroups on the 2010 WESTEST2.

The improvement in achievement was attributed, in part, to the work of the faculty Professional Learning Communities (PLC) analyzing the achievement data to identify student deficiencies and planning instructional strategies to address the deficiencies. Students scoring below mastery in mathematics and reading/language arts received an extra 25 minutes of targeted instruction twice a week in both mathematics and reading/language arts. The instructional process was monitored by the school administrators with extensive classroom walkthroughs and teacher feedback.

The faculty participated in staff development programs with emphasis on effective instructional strategies, Differentiated Instruction, and using data to individualize instruction.

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)

Of the six language arts classes, three teachers did not exhibit high expectations for all students. Students in these classes were asked questions but were not pressed to find the answers. The teachers would give the answers to the questions then proceeded to the next question without challenging the students.

FOLLOW-UP REVIEW

COMPLIANCE. One of the three teachers cited above had left the school. The Team conducted interviews with the principal, department chair, and the other two teachers; visited classrooms; observed lesson plans and instruction. The department chair was providing additional mentoring for the teachers. The Team found lessons were well planned, instruction was effective, and students were on task and attentive. The teachers' expectations, as reflected in the lesson plans and classroom instruction, were high for all students. Teacher questions to students required students to use higher level thinking skills.

7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

At least half the teachers were not providing instruction in writing at least once per week.

FOLLOW-UP REVIEW

COMPLIANCE. The school had a required writing time on Wednesday of each week. All teachers used the first ten minutes of each class period for student writing on a topic related to the subject which the teacher taught. The school also participated in the West Virginia Writes program.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

The final examination exemption policy in place allowed students to stay at home during the final exam if they met the criteria to be exempt. Students exempt from the examination and absent from school were counted present during those days. This practice did not encourage all students to strive for the 180 instructional days per year.

FOLLOW-UP REVIEW

COMPLIANCE. The school eliminated the final examination policy and all students were required to take semester exams; therefore, all students were required to be in attendance during testing days.

7.2. Student and School Performance

7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

One section of the school's Five-Year Strategic Plan needed revision. The area of Parental Involvement needed to be more clearly defined.

Very few teachers could discuss the goals of the school's Five-Year Strategic Plan or how they were to be used in guiding the school's curriculum. While instruction in a majority of the classes was of high quality, the Team believed that a closer alignment of curriculum to the goals of the plan would benefit students.

FOLLOW-UP REVIEW

COMPLIANCE. The Five-Year Strategic Plan was revised by a committee which included each department chair. The committee discussions were shared in all department meetings and suggestions and ideas from teachers were taken to the committee by the department chairs. All teachers interviewed discussed the Five-Year Strategic Plan and were aware of their role in implementing the plan.

- 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)

Teachers stated that they had no feedback on or verification that the lesson plans had been reviewed at least one time per quarter. The Team saw evidence that many of the lesson plans had been checked; however, at least 15 out of approximately 83 teacher's plans lacked evidence of principal review.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the files containing the lesson plan feedback sheets to teachers. All teachers' plans had been reviewed and commented upon as required. The feedback provided valuable information for teacher use in improving lesson planning. The Team randomly reviewed lesson plans in the teachers' classrooms and found the plans were complete and provided sufficient information for a substitute teacher to use.

7.5. Administrative Practices and School-Community Relations

- 7.5.2. Codes of conduct.** The county and schools implement, investigate, and monitor the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)

At least half the teachers stated that the Student Code of Conduct was not effective. They stated that a three week period lapsed after a student discipline issue and disciplinary action and that consequences for the students were minimal. This time was to be an improvement period for the student; however, teachers stated that many students continued to be disruptive during this time.

At least half the teachers and many students believed that athletes were given preferential treatment in disciplinary matters.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty worked in committees to completely redesign the school's discipline plan. Teachers reported that the revised discipline plan was working well and the Team observed the school operating in an orderly manner. Student behavior was commendable.

A schoolwide discipline report that compared the number of discipline actions during the first terms in 2009-2010 and 2010-2011 showed 918 discipline actions last year compared to 527 this year. This indicated the new discipline plan was working and effective. The study also looked at the concern that athletes were given preferential treatment in disciplinary matters, but the principal indicated evidence was not found to support this concern.

RECOMMENDATION

7.1.12. Multicultural activities. A Multicultural Plan was not in place; however, the Team observed evidence of multicultural activities. The Team recommended that a Multicultural Plan be developed that included the components of West Virginia Board of Education Policy 2421.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

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 Brooke High School in providing a thorough and efficient system of education. Brooke 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 Brooke 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 administration must continue to ensure that all teachers exhibit high expectations for all students. Language arts teachers, as well as others, must strive to challenge students and incorporate the higher level thinking skills that will benefit students and increase student achievement.

The school's Five-Year Strategic Plan must be a driving factor in delivering instruction in every classroom. While teachers overall were attempting to address the needs of students, the Five-Year Strategic Plan goals and action steps would provide more concise direction for the instruction.

The concern of preferential treatment for certain students was bothersome for the learning environment. The Team strongly advised that the administration and staff discuss this issue further to eliminate the negative perceptions of the plan and ensure that student discipline is delivered fairly and equitably.

The principal had undertaken several initiatives since starting at the school.

FOLLOW-UP CONCLUSION

The faculty of Brooke High School had worked together to improve the school and student achievement as evidenced by the improved 2010 WESTEST2 scores and corrected all the deficiencies in the initial Education Performance Audit Report. School administrators monitored the classroom instruction by reviewing lesson plans, performing classroom walkthroughs, and conferencing with teachers. The school's Five-Year Strategic Plan had been revised and all faculty members were

directly or indirectly involved in the process. Faculty members were knowledgeable of the goals and action steps contained in the Five-Year Strategic Plan and were implementing them in their classrooms. Staff discussed the concern of preferential treatment for athletes and conducted a comprehensive study of student discipline. The study did not confirm any preferential treatment for athletes. The initiatives undertaken by the principal were ongoing and the school's learning environment appeared to be positive.

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 Brooke 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.**

Under the direction of the principal and assistant principals, Brooke High School has begun to investigate programs to correct deficiencies in student achievement. Brooke County central office staff is providing assistance and programs are being investigated that will help to increase student achievement at all levels. The Office of Education Performance Audits encourages Brooke County and Brooke High School staff to implement programs and practices that improve achievement of all students with particular attention to the economically disadvantaged (SES) and special education (SE) subgroups that are not achieving at a high level.

The Team recommended that the Brooke 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

The Brooke High School Staff had taken seriously the need to implement programs and practices that would improve achievement of all students. Student achievement increased in the 2009-2010 school year and Brooke High School achieved adequate yearly progress (AYP). Students in the special education (SE) subgroup will need continued attention to improve their achievement.

The West Virginia Department of Education, Office of School Improvement, was contacted and provided assistance to the school's Five-Year Strategic Plan revision committee in revising the plan.

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. Capacity for on-line research, electronic card catalogs, and automated circulation capacity were not provided.

19.1.13. Grades 7-12 school site vocational. Business Education - A 1:1 student to computer ratio was not being met; the ratio was 2:1.

FOLLOW-UP CONCLUSION

19.1.13. The 1:1 student to computer ratio was met.

All other resource needs remained the same.

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.

Brooke High School and Brooke County must continue to develop the English Department so that all teachers improve curriculum and instruction and demonstrate high expectations for all students. Students in advanced classes were performing well and instruction was high quality. Teachers who teach students in general education classes must also use a rigorous and stimulating curriculum and instructional practices that will encourage all students to learn, master content, and improve achievement.

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

FOLLOW-UP SUMMARY

The staff of Brooke High School had worked together in staff development sessions to improve instruction in ways that increased expectations for all students. The English Department was working in their Professional Learning Community under the leadership of the department chair to improve the curriculum and instruction in English. These efforts appeared to be providing positive results as teachers added more rigor in their classroom instruction.

The school staff was using the revised Five-Year Strategic Plan to guide the curriculum and improve education and increase student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
10-502 Brooke High	Distinction Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Distinction Accreditation status of Brooke High School.