

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

HUNTINGTON HIGH SCHOOL

CABELL COUNTY SCHOOL SYSTEM

FEBRUARY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Huntington High School in Cabell County was conducted on December 15, 2004. 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 – Lisa Burton, Coordinator, Office of Student Services and Health Promotions

West Virginia Department of Education Team Leader – Bane McCracken, Coordinator, Office of Student Services and Health Promotions

West Virginia Department of Education Team Leader – Terry Reale, Coordinator, Office of Instructional Services

TEAM MEMBERS

Name	Title	School/County
Judd Ashcraft	High School Principal	North Marion High Marion County
Don Bower	Elementary Principal	Beale Elementary Mason County
Thomas Deadrick	Assistant Superintendent	Marion County
Timothy Derico	High School Assistant Principal	Ripley High Jackson County
Ron Ellison	Middle School Principal	Pineville Middle Wyoming County

Name	Title	School/County
Ronald Hall	High School Assistant Principal	Pocahontas County High Pocahontas County
Robin Lewis	Director of Curriculum	Upshur County
Marcel Malfregeot	Administrative Assistant Office of Technology	Harrison County
Jeannie Montgomery	Middle School Teacher	Spencer Middle Roane County
Andrea Phillips	Elementary Principal (Ret.)	Greenbrier County
Clyde Stepp	High School Principal	Liberty High Raleigh County
Grace Tallhamer	Middle School Principal	Robert L. Bland Middle Lewis County
Daniel Whitt	Middle School Assistant Principal	Andrew Jackson Middle Kanawha County

SCHOOL PERFORMANCE

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

**12-560 HUNTINGTON HIGH SCHOOL - Needs Improvement
CABELL COUNTY**

Dr. Karen Oldham, Principal
Grades 09-12
Enrollment 1654

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	379	404	396	98.02	65.49	Yes	Yes	✓
White	324	346	339	97.98	68.45	Yes	Yes	✓
Black	47	49	48	97.96	41.30	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	161	174	170	97.70	48.40	Yes	Confidence Interval	✓
Spec. Ed.	70	77	76	98.70	18.84	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	379	404	396	98.02	80.32	Yes	Yes	✓
White	324	346	339	97.98	81.70	Yes	Yes	✓
Black	47	49	48	97.96	69.56	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	161	174	170	97.70	65.60	Yes	Confidence Interval	✓
Spec. Ed.	70	77	76	98.70	44.92	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

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

**Needs to Improve
Graduation Rate = 71.1%**

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	404	379	396	371	98.02	9.70	24.80	43.13	12.67	9.70	65.50

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	404	379	396	371	98.02	5.93	13.75	38.27	25.34	16.71	80.32

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	%	
17	5%	24	6%	82	22%	69	18%	141	38%	13	3%	4	1%	25	7%	375

Note: Eighty-nine percent (89%) 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
26.43%	2003-04
62.47%	2002-03
48.507%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Huntington High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: special education students (SE). 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 continued the school's Conditional Accreditation status at the September 10, 2004 State Board meeting.

Huntington High School staff had revised the Unified School Improvement Plan (USIP) to address the deficiency in 5.1.1. Achievement, for the special education (SE) subgroup in reading/language arts and mathematics. The revised USIP contained three Strategies/Activities to Meet Objectives which contained a specific strategy; however, corresponding activities were not included. The Professional Development component did not indicate specific staff development programs or any relationship to the deficiency in reading/language arts and mathematics in the SE subgroup. Essentially, their revised USIP lacked a clear and direct relationship to improving achievement of SE students.

5.1.4. Graduation rate.

Huntington High School's graduation rate of 71.1 percent was below the required 80 percent and failed to show improvement over the previous year. (73.48 percent 2002-03). The revised Unified School Improvement Plan (USIP) to address the deficiency in 5.1.4. Graduate rate, contained two Strategies/Activities to Meet Objectives. These were broad in scope and would be difficult to implement without more specificity. Neither of the two categorical areas provided activities to meet the objectives. The USIP needed to include an identification of students who may be at risk of dropping out of school and intervention strategies. Furthermore, the Team did not see "Established dropout procedures and documentation and data" as stated in Number 1 of the revised USIP.

A countywide dropout prevention plan was not provided to show direction from the Cabell County Central office.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.3. Learning environment. The building was clean, free of vandalism, and educationally stimulating.

6.1.5. Instructional strategies. The essential question as an instructional strategy was used to direct instruction. This technique helped to focus student attention on the lesson of the day. The Team observed the essential question technique in each classroom visited.

The school implemented a Language 9 Support program. This program was designed for Language Arts 9 students who needed remediation in reading and language arts. It was comprised of a Language Arts 9 class and a Reading class. Students were taught reading through an adult literacy approach utilizing the Wilson Reading or Language program.

English and mathematics tutoring was being implemented at Huntington High School. This remediation program was designed to focus on students who needed help with reading/language arts and mathematics. Students were targeted for the program according to WESTEST results and teacher recommendations.

Co-teaching (9th and 10th grades in English, Math, Science, and Social Studies) was being utilized. This program was designed to bring together special education students and general education students in one classroom. A special education teacher and a general education content teacher were present in the room and provided instruction and remediation. Since Huntington High School scored low in the special education cell on the WESTEST, this combined instruction provided high expectations and content instruction designed to improve test scores using the Content Standards and Objectives (CSOs). This program will be expanded to Grades 11 and 12 students, in the 2005-2006 academic year.

TEAMS (Teachers Enriching Academics and Motivating Students) program is Huntington High School's Advisor/Advisee program. TEAMS meets at least monthly and often twice a month depending on the needs of the school. Students do their test data analysis, discuss curriculum choices, and work through character education lessons. These classes are kept to 20 students to better meet the needs of students.

6.1.7. Library/educational technology access and technology application. The Team observed excellent use of computer technology in the art classroom. The students stated that they enjoyed using the technology and that it made the class more interesting and educational. An example of this technology included digital imaging.

6.1.11. Guidance and advisement. The Team interviewed students and faculty and conducted observations and reported that the school counseling department was highly effective and efficient. Both students and teachers were complimentary of the school. The counselors have an effective plan for delivering a comprehensive guidance and

counseling program and providing guidance to students regarding the school's curriculum and career majors.

- 6.8.1. Leadership.** The school's administrators have worked hard and were dedicated to advancing education. Staff and students exhibited a great deal of respect for the administration.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SE).

6.1. Curriculum

- 6.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)**

The Team observed inconsistencies among the faculty members concerning their lessons plan and teaching their Content Standards and Objectives (CSOs). Several teachers could not articulate how the CSOs were utilized to guide their classroom 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)**

Through observations and teacher interviews the Team reported that all students were not actively involved in learning in a physical education class. The teacher was observed working with five or less students in instruction while the remainder of the class was standing around and talking. This was reported by teachers and students to be a regular occurrence. With the dramatic decline in the percentage of students passing the Presidential Physical Fitness Test (PPFT), 26.43 percent in 2003-04, all students needed to be active participants with exemptions/modifications for medical reasons.

- 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)**

Collaboration between special education and general education teachers was evident in many of the classrooms. However, Team observations and teacher interviews indicated that the special education co-teacher was not being used effectively in several classrooms. Special education teachers were observed handing out papers and standing in the back of the room while the regular education teacher conducted the class and dealt with student discipline. Achievement of students in the special education (SE) subgroup is indicative that special education teachers should have greater involvement with these classes.

- 6.1.10. Approved elective offerings. An elective offering must be based on approved West Virginia Board of Education content standards and objectives, if available, or have written content standards and objectives that are approved by the county board. (Policy 2510)**

There were several elective classes that did not have local board approval. Some examples included: Debate I Honors, II Honors, III Honors, IV Honors; Spanish III Honors, IV Honors; French III Honors, IV Honors; Latin III Honors, IV Honors; Accounting Principles II Honors; Algebra II Honors; Geometry Honors; ACT/SAT Preparation; Reading Skills; Independent Reading; Algebra/Geometry Prep Skills Support Session; ROTC; and Introduction to the Majors. These classes were approved under the Instructional Goals and Objectives plan, but have not been updated to reflect the changes to the Content Standards and Objectives (CSOs).

- 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)**

Although a countywide multicultural plan had been developed, the teachers could not articulate that the plan was implemented at the school level. Several multicultural activities were being implemented throughout the school, but there was no organized multicultural activities plan with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence.

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)**

The Team reported that some lesson plans had not been checked by the administration and some lesson plans could not be followed by substitute teachers. Given the deficiencies in the special education (SE) subgroup and the performance of the economically disadvantaged (SES) subgroup, it is of great importance that the administrators review plans and assure that lessons are coherent, relevant, sequential, and address students' learning needs.

RECOMMENDATIONS

- 6.1.3. Learning environment.** The Team observed and found through teacher and student interviews that the classroom instructional time was interrupted frequently with the intercom system. The Team also found that the school could not rely on student schedules when needing to locate a student. Student schedules would allow an office assistant to locate a student and there would be no need to conduct an all-call for a student. The Team recommended that fewer interruptions take place during class time and that student classroom rosters be submitted to the office or the WVEIS be updated regularly of any student schedule changes.

6.2.4. Data analysis. Although some data analysis had been completed, follow-up utilizing Test Mate Clarity was not evident. This would allow for a more precise analysis of test scores and provide a clear direction in which to direct instruction. The Team recommended that an action plan be implemented in order to assure that students' weaknesses on the WESTEST are included in the curriculum.

Additionally, the Team recommended that all data related to the graduation rate be analyzed to guide counselors, teachers, and administrators to develop strategies and activities that foster programs and services designed to increase the percentage of graduates.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.1. Curriculum based on content standards and objectives.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
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
6.1.10. Approved elective offerings.	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 Health Promotions (304) 558-8830
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

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 Huntington High School and Cabell County have the capacity to correct the identified deficiencies.

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*)

None identified.

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.

Given the achievement levels of students in the special education (SE) subgroup, Huntington High School and Cabell County must implement curriculum and instruction that will improve students' achievement. Cabell County must actively pursue assistance from RESA II, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-560 Huntington High	Conditional Accreditation	6.1.1; 6.1.2; 6.1.5; 6.1.10; 6.1.12; 6.2.3		September 1, 2005
			5.1.1 (SE); 5.1.4	May 31, 2006

Education Performance Audit Summary

The Team identified six (6) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup, and presented two (2) recommendations.

Huntington 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. SE and 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 Huntington 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.