



**Office of Education  
Performance Audits**

**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**CALHOUN COUNTY MIDDLE/HIGH SCHOOL**

**CALHOUN COUNTY SCHOOL SYSTEM**

**JANUARY 2008**

WEST VIRGINIA BOARD OF EDUCATION

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## INTRODUCTION

An announced Education Performance Audit of Calhoun County Middle/High School in Calhoun County was conducted on November 13, 2007. 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 Five-Year Strategic 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 D. Brock, Coordinator

West Virginia Department of Education Team Leader – Dr. Pamela S. Cain, Assistant Superintendent, Office of Student Support Services

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Matthew A. DeMotto	High School Assistant Principal	Bridgeport High Harrison County
Michael F. DeRose	Junior High School Assistant Principal	Van Devender Junior High Wood County
Brad A. Fittro	Middle School Assistant Principal	Robert L. Bland Middle Lewis County
Dorothea Fuqua	Elementary School Principal - RETIRED	Holz Elementary Kanawha County

**SCHOOL PERFORMANCE**

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

**14 CALHOUN COUNTY**

Jane Lynch, Superintendent

**501 CALHOUN COUNTY MIDDLE/HIGH SCHOOL – Needs Improvement**

Karen Kirby, Principal

Grades 05 - 12

Enrollment 665 (2<sup>nd</sup> month enrollment report)

**WESTEST 2006-2007**

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	386	406	404	99.50	67.79	Yes	Yes	✓
White	382	402	400	99.50	67.45	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	260	275	273	99.27	60.61	Yes	Averaging	✓
Spec. Ed.	52	56	56	100.00	28.84	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	386	406	404	99.50	66.75	Yes	Confidence Interval - Averaging	✓
White	382	402	400	99.50	66.92	Yes	Confidence Interval - Averaging	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	260	275	273	99.27	61.77	Yes	No	✗
Spec. Ed.	52	56	56	100.00	17.30	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Graduation Rate = 80.7%**

### 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
05	88	84	88	84	100.00	4.76	26.19	48.81	15.48	4.76	69.05
06	87	84	86	83	98.85	4.82	31.33	45.78	16.87	1.20	63.86
07	72	69	72	69	100.00	5.80	17.39	57.97	18.84	0.00	76.81
08	76	71	76	71	100.00	7.04	28.17	35.21	18.31	11.27	64.79
10	83	78	82	78	98.80	11.54	23.08	58.97	6.41	0.00	65.38

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	88	84	88	84	100.00	9.52	23.81	52.38	10.71	3.57	66.67
06	87	84	86	83	98.85	8.43	28.92	37.35	21.69	3.61	62.65
07	72	69	72	69	100.00	4.35	18.84	47.83	23.19	5.80	76.81
08	76	71	76	71	100.00	1.41	26.76	46.48	22.54	2.82	71.83
10	83	78	82	78	98.80	14.10	28.21	38.46	15.38	3.85	57.69

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

## Other Relevant Performance Data

### 2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	20311	3	18	54	21	2	1	76	24
CALHOUN COUNTY	74	0	19	39	38	4	0	58	42
CALHOUN COUNTY MIDDLE/HIGH	74	0	19	39	38	4	0	58	42

### 2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 10

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	19327	8	29	50	11	2	1	87	13
CALHOUN COUNTY	83	5	16	48	24	2	5	69	31
CALHOUN COUNTY MIDDLE/HIGH	83	5	16	48	24	2	5	69	31

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

**Calhoun County Middle/High School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the economically disadvantaged (SES) subgroup in reading/language arts and the special education (SE) subgroup in mathematics and reading/language arts. Furthermore, the school did not achieve the index system that weighed the annual performance measures for state accreditation of schools, per Section 6.1. of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*. In accordance with Section 10.6 of Policy 2320, the West Virginia Board of Education issued the school Temporary Accreditation status at the November 2007 State Board meeting.**

**Calhoun County Middle/High School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts only by application of the confidence interval and averaging, and in the economically disadvantaged (SES) subgroup in mathematics by averaging. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan 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 5 – 30.95 percent in mathematics and 33.33 percent in reading; Grade 6 – 36.14 percent in mathematics and 37.35 percent in reading; Grade 8 – 35.21 percent in mathematics and 28.17 percent in reading; Grade 10 – 34.62 percent in mathematics and 42.31 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.**

**Results from the 2006-2007 West Virginia Writing Assessment revealed a deficiency at Grades 7 and 10. West Virginia had 76 percent of the students at or above mastery in Grade 7, as compared to 58 percent for Calhoun County Middle/High School. West Virginia had 87 percent of the students at or above mastery in Grade 10, as compared to 69 percent for Calhoun County Middle/High School. The school must continue to address this issue by developing a writing rubric to address instruction in writing and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.**

The following professional development and/or training opportunities were provided.

1. Whiteboard.
2. United Streaming.
3. Odyssey.
4. School Kit/Marco Polo.
5. WESTEST Data Analysis.

6. Five-Year Strategic Plan.
7. Standards Based Mathematics.
8. Differentiated Instruction.
9. Reading First.
10. Respect and Protect.
11. Calhoun County Technology Academy.
12. Student Responders.
13. Assessment for Learning.
14. Content Standards and Objectives (CSOs) Prioritization.



## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### **Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 – SE and SES)**

##### **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 reteaching, enrichment, and acceleration. (Policy 2510)**

All teachers did not exhibit high expectations for all students. One teacher did not maintain student interest, did not engage all students in the learning process, and did not have lesson plans. Another teacher had poor classroom management skills. Students were talking and generally disruptive and not redirected by the teacher.

Comments of a sexual nature were observed on the second floor male restroom stalls in the middle school area. These comments targeted a male student. It was reported by students that these comments had been on the stalls for several days.

The male restrooms in both the middle and high school areas were dirty, black marks were on the floor and walls, and paper was strewn on the floor.

- 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)**

A majority of the classrooms observed relied on teacher directed instruction and worksheets. This was verified through reviewing lesson plans, student interviews, and classroom observations. All teachers must vary instructional strategies to maintain student interest during the entire class period.

- 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)**

Not all teachers were conducting instruction in writing on a weekly basis. Students were not receiving written feedback from teachers to improve the writing process on a minimum of a weekly basis. This practice is detrimental to the writing process, as reflected in the Statewide Writing Assessment results.

- 7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

Science and social studies at the middle school level were being taught only during one semester for 87 minutes per day. Science and social studies must be taught daily according to West Virginia Board of Education Policy 2510.

**7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)**

The Team could not verify that developmental guidance was being delivered. The guidance counselor stated that there was not a developmental guidance program; however, students were working in Advisor/Advisee class and the Introduction to Majors classes on some developmental guidance issues.

## **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.**

There were 12 action steps in the school's Five-Year Strategic Plan; however, only one of these steps was specifically targeted at the lower test scores in mathematics and reading/language arts. The goals and action steps in the plan were insufficient to address the low test scores. At least half of the teachers could not discuss the action steps in the plan.

**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 reported that 75 percent of the work day was not spent in a direct counseling relationship with students. The counselor indicated this was due to testing requirements and other administrative duties.

**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)**

While many of the lesson plans observed were high quality, six teachers did not have lesson plans for Team review and special education collaboration teachers did not have lesson plans. The special education teachers stated that they were using the lesson plans of the general education teachers. It is imperative that all teachers maintain current lesson plans and that the special education teachers maintain lesson plans that contain modifications for their students.

- 7.2.4. Data analysis.** Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

Teachers reported to have only examined WESTEST data two times as of the date of the Education Performance Audit. All teachers were not aware of individual student scores; therefore, it would be nearly impossible to direct instruction to the needs of students.

#### **7.6. Personnel**

- 7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

One professional observation had not been signed by the administration and teacher within the five day timeline.

#### **7.7. Safe, Drug Free, Violence Free, and Disciplined Schools.**

- 7.7.2. Policy implementation.** The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

Tobacco use was evident in the male restroom in the high school and middle school sections.

#### **7.8. Leadership**

- 7.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

Due to the number of deficiencies found at Calhoun County Middle/High School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA V be sought to assist the building administrator in the operation of the school.

## RECOMMENDATION

- 7.1.12. Multicultural activities.** A county or school Multicultural Plan was not in place. The Team recommended that the school implement a Multicultural Plan that includes all components of West Virginia Board of Education Policy 2421.

## 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 Calhoun County Middle/High School in providing a thorough and efficient system of education. Calhoun 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 Calhoun 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.**

Curriculum delivery would be more effective and efficient with the application of varied instructional strategies. Calhoun County curriculum staff and the principal were strongly urged to ensure that all classrooms concentrate on effective and efficient curriculum delivery.

Programs were needed to assist teachers in the proper development of lesson plans and in implementing instruction in writing. Improving these areas would better serve the school and have a direct impact on student achievement.

The Five-Year Strategic Plan needed to be revised to reflect the needs of the school and be effectively implemented and applied to result in improved student, school, and school system performance.

Data analysis must play a larger role in the curriculum delivery. All teachers must be intimately aware of the student needs based on the WESTEST and must develop a classroom curriculum that will address the students' weaknesses on the test to increase student achievement.

**8.1.5. Personnel. The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education policies to determine the degree to which instructional and support services provided to the schools establish and support high quality curriculum and instructional services.**

The current use of the counselor at the school was not effective. It is imperative that the counselor be accessible to students throughout the day. The Team recommended that the Calhoun County Central Office contact the West Virginia Department of Education, Office of Planning, Evaluation, Special Programs and Support Services and RESA V for assistance in dealing with this issue.

### 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 Calhoun County Middle/High School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.2. High expectations.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.5. Instructional strategies.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.6. Instruction in writing.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.9. Programs of study.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.11. Guidance and advisement.	West Virginia Department of Education Office of Planning, Evaluation, Special Programs and Support Services (304) 558-2348
7.2.1. County and School electronic strategic improvement plans.	West Virginia Department of Education Office of Title II - School and School System Improvement (304) 558-3199
7.2.2. Counseling services.	West Virginia Department of Education Office of Planning, Evaluation, Special Programs and Support Services (304) 558-2348
7.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Title II - School and School System Improvement (304) 558-3199

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.2.4. Data analysis.	West Virginia Department of Education Office of Student Assessment Services (304) 558-2651
7.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-2702
7.7.2. Policy implementation.	West Virginia Department of Education Office of Title II - School and School System Improvement (304) 558-3199
7.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

**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.**

The Five-Year Strategic Plan did not adequately target resources to improve the teaching and learning process in the deficient subgroups. Furthermore, it did not include adequate components to improve performance of students in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts, which met adequate yearly progress (AYP), but were below the State's proficiency level. The plan was not used for building capacity of the school for improved performance as it was not developed collaboratively, known by teachers, and the activities section failed to address the low WESTEST scores in all areas. Capacity building must be developed to improve student and school performance through a strong, comprehensive Five-Year Strategic Plan that targets low performing subgroups, contains specific research-based activities, is implemented schoolwide, and is monitored periodically to assess effectiveness.

### 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.**

- 19.1.3. Teachers' workroom.** The teachers' work area did not have communications technology.
- 19.1.5. Library/media and technology center.** Pamphlets were not available.
- 19.1.13. Grades 7-12 school site vocational.** Calculators were not available.
- 19.1.15. Health service units.** A toilet and lavatory 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.

**Given the achievement levels of students in the economically disadvantaged (SES) and special education (SE) subgroups, Calhoun County Middle/High School and Calhoun County must implement high-yield instructional practices and instruction that will improve students' achievement. Calhoun County must actively pursue assistance from RESA V, 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**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
14-501 Calhoun County Middle/High	Temporary Accreditation	7.1.2; 7.1.5; 7.1.6; 7.1.9; 7.1.11; 7.2.1; 7.2.2; 7.2.3; 7.2.4; 7.6.3; 7.7.2; 7.8.1	5.1.1 SE/SES	May 31, 2010

**Education Performance Audit Summary**

The Team identified 12 high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Calhoun County Middle/High School’s Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance in the area of deficiency (5.1.1 SE/SES). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Calhoun County Middle/High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a May 31, 2010 Date Certain to achieve adequate yearly progress (AYP).