



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

CALHOUN MIDDLE/HIGH SCHOOL

CALHOUN COUNTY SCHOOL SYSTEM

JULY 2013

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Calhoun Middle/High School in Calhoun County was conducted October 20, 2011.

A Follow-up Education Performance Audit of Calhoun Middle/High School was conducted March 26, 2013. 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 – Allen Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Timothy S. Derico	High School Principal	Lewis County High School Lewis County
Todd H. Layhew	Assistant Director	Roane Jackson Technical Center Jackson County

SCHOOL PERFORMANCE

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

14 CALHOUN COUNTY

Roger Propst, Superintendent

501 CALHOUN MIDDLE/HIGH SCHOOL – Needs Improvement

Karen Kirby, Principal

Grades 05 - 12

Enrollment 649 (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	379	406	401	98.76	27.39	Yes	Confidence Interval	✓
White	378	404	399	98.76	27.46	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	44	50	47	94.00	7.14	By Average	NA	✓
Low SES	269	289	286	98.96	22.09	Yes	No	x
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	379	406	401	98.76	21.60	Yes	Confidence Interval	✓
White	378	404	399	98.76	21.65	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	44	50	47	94.00	4.76	No	NA	x
Low SES	269	289	287	99.30	16.85	Yes	No	x
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 91.0%

14 CALHOUN COUNTY
Roger Propst, Superintendent
501 CALHOUN MIDDLE/HIGH SCHOOL – Needs Improvement
Karen Kirby, Principal
Grades 05 - 12
Enrollment 631 (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	371	394	391	99.23	31.35	Yes	No	✗
White	368	389	386	99.22	31.33	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	46	49	49	100.00	10.86	NA	NA	NA
Low SES	246	265	263	99.24	26.82	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	371	394	392	99.49	28.84	Yes	No	✗
White	368	389	387	99.48	29.07	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	46	49	49	100.00	8.69	NA	NA	NA
Low SES	246	265	263	99.24	27.64	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 87.0%

14 CALHOUN COUNTY
Roger Propst, Superintendent
501 CALHOUN MIDDLE/HIGH SCHOOL – Needs Improvement
Karen Kirby, Co-Principal
Kelli Whytsell, Co-Principal
Grades 05 -12
Enrollment 648 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	366	384	382	99.47	37.36	Yes	No	x
White	363	380	378	99.47	37.39	Yes	No	x
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	38	40	40	100.00	18.42	NA	NA	NA
Low SES	245	259	258	99.61	35.65	Yes	No	x
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	366	384	382	99.47	34.06	Yes	No	x
White	363	380	378	99.47	34.07	Yes	No	x
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	38	40	40	100.00	10.52	NA	NA	NA
Low SES	245	259	258	99.61	31.96	Yes	No	x
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Needs Improvement
Graduation Rate = 85.5%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Calhoun Middle/High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Calhoun Middle/High School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics for two consecutive years. Calhoun Middle/High School failed to achieve AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts for the 2010-2011 school year. Additionally, the school achieved AYP in the SES subgroup in reading/language arts only by the safe harbors provision. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs immediate attention and plans for improved performance. The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient and apply interventions to improve achievement of all students. 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 issued the school Temporary Accreditation status at the January 2012 State Board meeting.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 5 – 62.34 percent in mathematics and 59.74 percent in reading; Grade 6 – 54.80 percent in mathematics and 63.02 percent in reading; Grade 7 – 79.73 percent in mathematics and 85.13 percent in reading; Grade 8 – 74.08 percent in mathematics and 64.20 percent in reading; Grade 11 – 72.31 percent in mathematics and 86.36 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Nine Essential Skills for the Love and Logic Classroom.
2. Teacher Leadership Institute.
3. Creating Positive Relationships.
4. Individualized Education Program (IEP) Special and General Education Preparation.
5. New Teacher Tech Blast.
6. Acuity 6-12.
7. Mathematics and Reading/Language Arts Odyssey/MAP 5-8.
8. Strategic Teaching/Literacy 05-12.
9. WESTEST2.
10. Classroom Management.

11. Langford Quality Workshop.
12. iPad Training.
13. School Climate Improvement Leadership Skills.
14. SBI Focused Comprehensive Instructional Plans.
15. Team Building.
16. Response to Intervention/LINKS/Character Education/Dropout Prevention.
17. Instructional Practices Inventory.
18. Beginning Teacher Academy – Conflict Resolution.
19. Discipline Team Meeting with Judy Coffman.
20. 21st Century Instructional Planning/Trackers.
21. Benchmark Testing/Data Analysis.
22. Classroom Assessment.

FOLLOW-UP REVIEW

STANDARD NOT MET. Calhoun Middle/High School students made significant gains in achievement in all subgroups in mathematics and reading/language arts. The two principals were continually monitoring the professional development sessions that were provided and ensuring that all students were on task with high quality instruction. The Calhoun County Central Office and the various State education agencies were providing support and programs for the teachers to ensure that all students had the opportunity to learn.

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)

The Team observed numerous students throughout the building and in classes using improper grammar and teachers failed to correct grammatical errors and explain basic rules of proper grammar usage.

One high school reading/language arts teacher was reading the MSN news on the computer while students were working at their computer stations. This teacher was also observed in another class not instructing students at all.

One science teacher did not provide high quality instruction through the entire class. Students talked openly through class and the teacher did not keep the students focused and on task.

One life fitness teacher did not challenge students to think at higher levels. The teacher did not provide think time before giving the answer to the questions asked. Answers were given to the students without having them mentally prepare a response or guiding them to develop a response.

One reading/language arts teacher did not exhibit high expectations for all students. This teacher did not assist students in the classroom and students worked on one very basic paper during the entire observation plan time.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers were exhibiting high expectations for all students and were challenging all students to learn at their highest rate. The administrators had worked with the teachers cited in the original Education Performance Audit and had conducted thorough classroom observations in these classes and reported that high expectations exist in these classrooms. All students observed were on task, and in interviews stated that they were challenged in all classrooms and that there was minimal lost instructional time in any of the classes.

- 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)

According to the West Virginia Department of Education Course Information for Policy 2510, middle school band (Grades 5-8) was not being offered. Additionally, only two high school students were able to schedule high school band during the day. According to the teacher this “class” was included within the fine arts class during 6th period.

FOLLOW-UP REVIEW

COMPLIANCE. Middle School band is now offered and there are 62 students enrolled and participating in the band class.

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)

Neither personnel observations nor evaluations were available to be reviewed from the last school year (2010-11) or the current school year (2011-12).

A random review of evaluations at the county board office showed instances in which professional personnel, support personnel, and coaches at Calhoun Middle/High School had not been evaluated according to West Virginia Board of Education Policy 5310, *Performance Evaluation of School Personnel*.

FOLLOW-UP REVIEW

COMPLIANCE. All teacher and service personnel observations and evaluations were complete and thorough, as were all coaching evaluations.

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 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.

While the Team observed that instruction was being done in a high percentage of classes, the principal and the Calhoun County Director of School Improvement will need to monitor all classrooms to ensure that all students receive high quality instruction in all classes and that the instruction is being effective. Classroom curriculum must be challenging, interesting, and directly affect student achievement. High expectations must be prevalent by all staff members and staff must take full advantage of all instructional time. While classroom instruction appeared to be good in most cases, actual effectiveness will be determined by the WESTEST2 administered in May 2012.

FOLLOW-UP CONCLUSION

The administration and teachers were working together to ensure that the professional development provided was properly implemented and that all staff had high expectations for all students. WESTEST2 results are indicative of this coordination. Teachers and administrators reported that they believe that student achievement will increase with the Spring 2013 WESTEST2.

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 Middle/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.**

The Team determined that Calhoun Middle/High School and Calhoun County have not demonstrated the capacity to correct the identified deficiencies and improve achievement. The Team was concerned that all subgroups failed to achieve adequate yearly progress (AYP) except the economically disadvantaged (SES) subgroup in reading/language arts. Additionally, the Team expressed concern that a number of teachers did not exhibit high expectations for all students. The school has received targeted support and assistance from the West Virginia Department of Education and RESA 5. However, performance data described in this report point out that the school has not fully embraced and applied this assistance.

The Team observed that teachers had planned well and were providing instruction; however, in most instances the instruction lacked rigor and did not challenge students. The county level Education Performance Audit found that the majority of classroom instruction had not advanced beyond the level of predominately teacher led instruction. Provided the classroom teachers consistently apply the results of IPI data and adjust to higher levels of instruction, Calhoun Middle/High School will realize remarkable student achievement. The Team believed that through a sustained effort by all teachers to keep curriculum and instruction on target that student achievement will improve.

The Office of School Improvement contacted the school regarding the necessary revisions of the Five-Year School Strategic Plan and provided assistance through the West Virginia Department of Education State System of Support.

The new Principal of Instruction is very capable of leading, but the school's administrative structure will need to be clearly delineated so that the school's administrative duties are understood by administrators and all school staff. All staff will need to support high expectations and the foundation for student success.

FOLLOW-UP CONCLUSION

Calhoun Middle/High School demonstrated not only the capacity to correct the deficiencies found in the original Education Performance Audit, but also to increase WESTEST2 scores in mathematics and reading/language arts. The principal elicited assistance from the Calhoun County Central Office and the various State agencies to provide programs and practices to assist teachers in delivering the classroom curriculum in a way that was meaningful to students.

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.

- 19.1.10. Specialized instructional areas.** The music facility did not have music chairs with folding arms.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have a blanket and emergency showers.

FOLLOW-UP CONCLUSION

All facility resource needs remained as previously 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.

While the administration and staff expressed awareness of the students' needs, student achievement continued to be deficient. The critical component of student achievement and progress is that all educators at the school must provide the high quality instruction that the Team observed in a few classes.

The school district level Education Performance Audit Team found that students entering Grade 5, per WESTEST2 percent proficient, enter without the preceding skills to master the content standards and objectives (CSOs) for Grade 5. Information by Class data (students' percent proficient) showed this trend of low performance through Grade 11. School staff, including the elementary schools, will need to have and apply intense content area development for instruction.

The school district report includes issues pertinent to Calhoun Middle/High School specific to student and school performance and the district report must be considered in school improvement.

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

FOLLOW-UP TEAM SUMMARY

The administration and staff of Calhoun Middle/High School had disaggregated the various formal and informal student data and had made changes in the classroom curriculum delivery to eliminate the areas of weakness. The staff appeared positive about the implementation of the professional development that had been provided and were working toward further increases in student achievement. The staff had used the original Education Performance Audit report to assist in identifying the areas of weakness and all teachers interviewed were aware of the needs of the school and were working diligently to increase student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Calhoun Middle/High School	Conditional Accreditation	5.1.1		June 30, 2015

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Conditional Accreditation status of Calhoun Middle/High School with a June 30, 2015, Date Certain to achieve adequate yearly progress (AYP).