



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

CALHOUN MIDDLE/HIGH SCHOOL

CALHOUN COUNTY SCHOOL SYSTEM

MARCH 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Calhoun Middle/High School in Calhoun County was conducted October 20, 2011. 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 low 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 Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the low student achievement.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Abby Heid, Coordinator, Office of Career and Technical Instruction

TEAM MEMBERS

Name	Title	School/County
James E. Frazier	Elementary School Principal	Henry J. Kaiser Elementary School Jackson County
Gary R. Higginbotham	Middle School Principal	Ravenswood Middle School Jackson County
Stephen Higgins	Closing the Achievement Gap (CAG) Liaison	Marion County
Claude Steve Malnick	Middle School Principal	Monongah Middle School Marion 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 2009-2010 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	X
White	368	389	386	99.22	31.33	Yes	No	X
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	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	371	394	392	99.49	28.84	Yes	No	X
White	368	389	387	99.48	29.07	Yes	No	X
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%

CALHOUN MIDDLE/HIGH SCHOOL

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	82	77	82	77	100.00	28.57	33.77	27.27	6.49	3.90	37.66
06	78	73	78	73	100.00	35.62	19.18	23.29	17.81	4.11	45.21
07	77	74	76	74	98.70	54.05	25.68	8.11	8.11	4.05	20.27
08	88	81	88	81	100.00	48.15	25.93	11.11	9.88	4.94	25.93
11	69	66	67	65	97.10	50.77	21.54	15.38	9.23	3.08	27.69

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	82	77	82	77	100.00	32.47	27.27	19.48	19.48	1.30	40.26
06	78	73	78	73	100.00	36.99	26.03	23.29	13.70	0.00	36.99
07	77	74	76	74	98.70	54.05	31.08	10.81	2.70	1.35	14.86
08	88	81	88	81	100.00	37.04	27.16	20.99	11.11	3.70	35.80
11	69	66	68	66	98.55	50.00	36.36	10.61	3.03	0.00	13.64

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All Students	371	116	255
White Students	368	115	253
SES	246	66	180

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All Students	379	103	276
White Students	378	103	275
SES	269	59	210

CALHOUN MIDDLE/HIGH SCHOOL

NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED 2011-12			
High School	Number of AP® Courses Offered/Taken	Number of Honors Courses Taken	Number of Dual Credit/College Credit Courses Taken
Calhoun Middle/High	4/2	4	7

Course information provided by the Calhoun Middle/High School Principal of Information.

Advanced Placement Courses: The principal reported that the four required advanced placement (AP®) courses were offered, but only two were taken by students: AP® Calculus (AB) and AP® Environmental Science (Virtual School).

NUMBER OF STUDENTS TAKING ADVANCED PLACEMENT (AP®) COURSES	
Advanced Placement Courses Class	Number of Students Enrolled
AP® Calculus (AB)	4
AP® Environmental Science	1 (Virtual School)

Honors Courses: Honors English 9, Honors English 10, Honors English 11, Honors English 12. Honors English 12 is also Dual College Credit English 101 and 102.

NUMBER OF STUDENTS TAKING HONORS COURSES	
Honors Courses Class	Number of Students Enrolled
English 9	27
English 10	23
English 11	12
English 12	Is English 101/102

Dual Credit College Courses: English 101, English 102, Environmental Earth, Earth Science, College Algebra and College Trigonometry, and College 101.

College 101 is through Pierpont Community and Technical College and funded through a legislative grant for 1st generation college going students. This program is an orientation to college class and students receive three hours of college upon completing the program. The program will pay for additional 12 college hours while the students are in school.

NUMBER OF STUDENTS TAKING DUAL CREDIT COLLEGE COURSES	
Dual Credit College Courses Class	Number of Students Enrolled
English 101	18
English 102	18
College Algebra	19
College Trigonometry	16
Environmental Earth	5
Earth Science	5

ADVANCED PLACEMENT TEST (APT®) (COLLEGE BOARD)					
Calhoun Middle/High	2005-06	2006-07	2007-08	2008-09	2009-10
10 th Grade Test Takers (%)	0.0%	0.0%	0.0%	0.0%	0.0%
11 th Grade Test Takers (%)	0.0%	0.0%	0.0%	9.6%	1.3%
12 th Grade Test Takers (%)	0.0%	0.0%	0.0%	8.2%	15.3%
10 th Grade Test Takers (%) with a score of 3 or higher	0	0	0	0	0
11 th Grade Test Takers (%) with a score of 3 or higher	0	0	0	60%	0
12 th Grade Test Takers (%) with a score of 3 or higher	0	0	0	0	6%

Efforts must be made to increase the number of students taking Advanced Placement (AP®) courses. Currently, only five students were enrolled in AP® classes. The school should survey students' needs and interests and offer AP® classes based on those needs.

ESTIMATED COLLEGE GOING RATE FALL 2010		
	Number of High School Graduates 2009-10	Overall College Going Rate Percentage
State	18,290	58.8%
Calhoun County	91	58.2%
Calhoun Middle/High	91	58.2%

Source: West Virginia College Going Rates By County and High School Fall 2010, West Virginia Higher Education Policy Commission.

Calhoun Middle/High School's overall college going rate percentage was closely aligned with the State's college going rate percentage.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2010					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,873	1,181	15.00%	2,209	28.10%
Calhoun County	41	4	9.80%	10	24.40%
Calhoun Middle/High	41	4	9.80%	10	24.40%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2010 (census).

The percentage of Calhoun Middle/High School students enrolled in Developmental English (9.80 percent) was significantly lower than the State (15.00 percent). The percentage of students enrolled in Developmental Mathematics (24.40 percent) was also lower than the State (28.10 percent).

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.

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.

- 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.

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*.

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.

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.

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.

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.

Education Performance Audit Summary

Calhoun Middle/High School's Education Performance Audit investigated the reasons for the persistently low student and school performance and progress. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified three high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.** (Some classes lacked focus and students were not challenged.)
- 7.1.9. Programs of study.** (Middle school band was not offered and only two high school students were able to schedule band during the day.)
- 7.6.3. Evaluation.** (Personnel evaluations had not been done for several staff for 2010 and 2011.)

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Calhoun Middle/High School and Calhoun County to correct the findings noted in the report by the next accreditation cycle and improve student achievement.