

Draft Education Performance Audit Report

 **For**

 **DODDRIDGE COUNTY HIGH SCHOOL**

**Doddridge County School System**

**April 2008**

**West Virginia Board of Education**

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INTRODUCTION

An announced Education Performance Audit of Doddridge County High School in Doddridge County was conducted on March 20, 2008. 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

## TEAM MEMBERS

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **School/County** |
| Diane M. Betler | Lead Teacher | Pickens Elementary/High SchoolRandolph County |
| Timothy S. Derico | High School Principal | Lewis County High SchoolLewis County |
| Todd H. Layhew | High School Principal | Ripley High SchoolJackson County |
| Debra L. Schmidlen | Elementary/High School Principal | Harman Elementary/High SchoolRandolph County |

SCHOOL PERFORMANCE

**18 DODDRIDGE COUNTY**

Janice Michels, Superintendent

**501 DODDRIDGE COUNTY HIGH SCHOOL – Passed**

Bonnie Allman, Principal

Grades 09 - 12

Enrollment 391 (2005-2006 2nd month enrollment report)

**WESTEST 2005-2006**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Number Enrolled for FAY** | **Number Enrolled on Test Week** | **Number Tested** | **ParticipationRate** | **Percent Proficient** | **Met Part. Rate Standard** | **Met Assessment Standard** | **Met Subgroup Standard** |
| **Mathematics** |
|   All | 95 | 101 | 99 | 98.01 | 78.49 | Yes | Yes | Made AYP |
|   White | 94 | 100 | 98 | 98.00 | 78.26 | Yes | Yes | Made AYP |
|   Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Hispanic | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Low SES | 43 | 48 | 46 | 95.83 | 73.17 | NA | NA | NA |
|   Spec. Ed. | 17 | 17 | 16 | 94.11 | 31.25 | NA | NA | NA |
|   LEP | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
| **Reading/Language Arts** |
|   All | 95 | 101 | 99 | 98.01 | 72.04 | Yes | Yes | Made AYP |
|   White | 94 | 100 | 98 | 98.00 | 71.73 | Yes | Yes | Made AYP |
|   Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Hispanic | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Low SES | 43 | 48 | 46 | 95.83 | 60.97 | NA | NA | NA |
|   Spec. Ed. | 17 | 17 | 16 | 94.11 | 25.00 | NA | NA | NA |
|   LEP | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed
Graduation Rate = 91.8%**

SCHOOL PERFORMANCE

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

**18 DODDRIDGE COUNTY**

Janice Michels, Superintendent

**501 DODDRIDGE COUNTY HIGH SCHOOL – Needs Improvement**

Bonnie Allman, Principal

Grades 09 - 12

Enrollment 400 (2006-2007 2nd month enrollment report)

**WESTEST 2006-2007**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Number Enrolled for FAY** | **Number Enrolled on Test Week** | **Number Tested** | **ParticipationRate** | **Percent Proficient** | **Met Part. Rate Standard** | **Met Assessment Standard** | **Met Subgroup Standard** |
| **Mathematics** |
|   All | 92 | 97 | 93 | 95.87 | 76.13 | Yes | Yes | Made AYP |
|   White | 92 | 97 | 93 | 95.87 | 76.13 | Yes | Yes | Made AYP |
|   Black | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Hispanic | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Low SES | 51 | 53 | 50 | 94.33 | 66.66 | By Average | Yes | Made AYP |
|   Spec. Ed. | 17 | 17 | 14 | 82.35 | 28.57 | NA | NA | NA |
|   LEP | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
| **Reading/Language Arts** |
|   All | 92 | 97 | 92 | 94.84 | 67.81 | Yes | Confidence Interval | Made AYP |
|   White | 92 | 97 | 92 | 94.84 | 67.81 | Yes | Confidence Interval | Made AYP |
|   Black | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Hispanic | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Low SES | 51 | 53 | 49 | 92.45 | 63.82 | No | Confidence Interval | Made AYP |
|   Spec. Ed. | 17 | 17 | 15 | 88.23 | 20.00 | NA | NA | NA |
|   LEP | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed
Graduation Rate = 93.3%**

**Adequate Yearly Progress** **(AYP) Information by Class**

|  |
| --- |
| **Mathematics** |
| **Class** | **TestedEnr.** | **FAYEnr.** | **Tested** | **FAYTested** | **Part.Rate** | **Novice** | **BelowMastery** | **Mastery** | **AboveMastery** | **Distinguished** | **Proficient** |
| 10 | 97 | 92 | 93 | 88 | 95.88 | 10.23 | 13.64 | 57.95 | 17.05 | 1.14 | 76.14 |

|  |
| --- |
| **Reading** |
| **Class** | **TestedEnr.** | **FAYEnr.** | **Tested** | **FAYTested** | **Part.Rate** | **Novice** | **BelowMastery** | **Mastery** | **AboveMastery** | **Distinguished** | **Proficient** |
| 10 | 97 | 92 | 92 | 87 | 94.85 | 3.45 | 28.74 | 37.93 | 27.59 | 2.30 | 67.82 |

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

**Other Relevant Performance Data**

**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** |
| Doddridge County | 96 | 5 | 26 | 53 | 9 | 4 | 2 | 84 | 16 |
| Doddridge County High | 96 | 5 | 26 | 53 | 9 | 4 | 2 | 84 | 16 |

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

**5.1.2. Participation rate.**

**Doddridge County High School failed to achieve the participation rate for the economically disadvantaged (SES) subgroup in reading/language arts and only achieved the participation rate for the SES subgroup in mathematics by averaging.**

**Relating to student percent proficient on the WESTEST, Doddridge County High School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the SES subgroups in reading/language arts only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State’s percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff have addressed these subgroups in the county and school Five-Year Strategic Plans and need to monitor the plans to assure that the action steps are being effective in improving achievement.**

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in reading: Grade 10 – 32.18 percent. This score has implication for the Five-Year Strategic Plan and school improvement.

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

1. High Schools That Work (HSTW).
2. Intel Teach to the Future.
3. Teacher Leadership Institute.
4. WV Institute for 21st Century Leadership.
5. Formative Classroom Assessment.
6. Policies and Procedures.
7. GradeQuick.
8. My Teacher Web.

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

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

The index showed that Doddridge County High School performed within the point range (841-699) for full accreditation status.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress to Meet the Standard (5.1.2. – 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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

 One teacher did not exhibit high expectations for all students. No students were engaged in an organized lesson and no direction was provided by the teacher. Five students were putting together equipment and the remainder of the class talked among themselves. No lesson plans could be produced by the teacher. Another teacher did not exhibit high expectations in that all students were not engaged in the educational process. At one time, at least half the students were off task and not redirected by the teacher.

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

Seniors were released from the second block class five minutes early to go to lunch. This resulted in students only receiving 7650 instructional minutes, not the required 8100 minutes. Students were released from the fourth block five minutes early, which again resulted in 7650 instructional minutes. There was no ending time for fourth block on the school’s master schedule.

All students did not have access to 180 school days. Students remained home, with homework packets, for four days while the staff moved from the old building to the new building.

**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.**

At least 10 teachers were not aware of the educational components of the Five-Year Strategic Plan. One teacher, whose name was on the plan’s development list, reportedly had not seen the plan.

* + 1. **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)**

Seven teachers’ lesson plans were not complete and could not be followed by a substitute teacher. Some lesson plans were not completed in advance. One teacher could not produce lesson plans for the current week and some lesson plans had only “snow day”, which indicated that plans had not been prepared in advance. Several teachers did not have enough individual activities included in the plans to instruct a 90 minute block.

* + 1. **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)**

One English teacher was not aware of West Virginia Statewide Writing Assessment data.

**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)**

 All teacher observations were not signed within the five day time limit. Three teachers did not have the first observation before November 1, 2007.

**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)**

Smokeless tobacco use was evident in the male rest rooms on the first and second floors.

**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)**

The number and degree of findings reported at Doddridge County High School indicated a leadership need at the school. Findings specifically related to leadership were: 7.2.1. County and School electronic strategic improvement plans; 7.2.3. Lesson plans and principal feedback; and 7.6.3. Evaluation.

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 Doddridge County High School in providing a thorough and efficient system of education. Doddridge 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 Doddridge 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 school’s Five-Year Strategic Plan was well developed and addressed the needs of the school, at least 10 teachers were not aware of the educational components of the plan. The Team believed that this could be a major reason for the decrease in test scores at the school. The administration must ensure that all staff become aware of the plan and the identified needs of the school. Teachers need to incorporate elements of the plan into the individual classroom planning.

Lesson planning at the school needed administrative direction. All staff must develop high quality lesson plans in advance, and these lesson plans must continue to be monitored by the administration. Written feedback must be provided by the administration for improving incomplete lesson plans, instances of no plans, and improving instruction.

High quality instruction was evident in the special education classes at the school. The Team observed all students on task and high quality lessons being implemented. The special education staff was well aware of the decrease in student achievement and had investigated and were implementing methods to close the achievement gap.

Doddridge County High School implemented seminar time that met during the noon hour. The goals of the seminar classes were to address the deficiencies which resulted in the school not achieving adequate yearly progress (AYP), remediating students that did not meet mastery on the WESTEST, and accelerating students that did meet mastery or above on the WESTEST. The assessment team met and placed students according to the results of the WESTEST and ACT EXPLORE test. Each seminar teacher was given WESTEST questions from the IKNOW website, and a discontinued ACT PLAN test. Teachers were also given a WESTEST analysis with the weaknesses highlighted. The seminars consisted of three core subject areas: science, math, and language arts. Each subject area was divided into five groups. The groups were arranged according to skill levels. Grades 9 and 10 students attended seminars on Monday through Wednesday while Grade 11 students attended seminars on Tuesday and Wednesday. This program began in October 2007, and will continue through May 2008.

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

|  |  |
| --- | --- |
| HIGH QUALITY STANDARDS | **RECOMMENDED RESOURCES** |
| 7.1.2. High expectations. | West Virginia Department of EducationOffice of Instruction(304) 558-5325 |
| 7.1.13. Instructional day. | West Virginia Department of EducationOffice of Instruction(304) 558-5325 |
| 7.2.1. County and School electronic strategic improvement plans.  | West Virginia Department of EducationOffice of Title II - School and School System Improvement(304) 558-3199 |
| 7.2.3. Lesson plans and principal feedback.  | West Virginia Department of EducationOffice of Office of Title II - School and School System Improvement(304) 558-3199 |
| 7.2.4. Data analysis.  | West Virginia Department of EducationOffice of Student Assessment Services(304) 558-2651 |
| 7.6.3. Evaluation.  | West Virginia Department of EducationOffice of Human Resources(304) 558-2702 |
| 7.7.2. Policy implementation.  | West Virginia Department of EducationOffice of Title II - School and School System Improvement(304) 558-3199 |
| 7.8.1. Leadership.  | West Virginia Department of EducationOffice 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 Team determined that Doddridge County High School and Doddridge County have the capacity to correct the identified deficiencies. However, the capacity must be developed in lesson plan development. Also, the school’s Five-Year Strategic Plan must become a driving force by all teachers and be incorporated in all classes to increase student achievement.

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*)

 **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.

**Student scores at Doddridge County High School declined in all subgroups in mathematics and reading/language arts, except for the economically disadvantaged (SES) subgroup in reading/language arts. Given this decline, Doddridge County High School and Doddridge County must continue to investigate and implement high yield instructional practices and instruction that will improve students’ achievement. Doddridge County must actively pursue assistance from RESA VII, 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** |
| --- | --- | --- | --- | --- |
| 18-501 Doddridge County High | FullAccreditation | 7.1.2; 7.1.13; 7.2.1; 7.2.3; 7.2.4; 7.6.3; 7.7.2; 7.8.1 | 5.1.2 |  |

**Education Performance Audit Summary**

The Team identified eight high quality standards – necessary to improve performance and progress to meet 5.1.2 Participation rate. The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Doddridge County High School’s Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Doddridge County High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.