



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

DODDRIDGE COUNTY HIGH SCHOOL

DODDRIDGE COUNTY SCHOOL SYSTEM

JULY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

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

A Follow-up Education Performance Audit of Doddridge County High School in Doddridge County was conducted March 26, 2009. The purpose of the follow-up 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.”

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 – Passed

Bonnie Allman, Principal

Grades 09 - 12

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

WESTEST 2005-2006

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	95	101	99	98.01	78.49	Yes	Yes	✓
White	94	100	98	98.00	78.26	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
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	✓
White	94	100	98	98.00	71.73	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
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%

18 DODDRIDGE COUNTY
Janice Michels, Superintendent
501 DODDRIDGE COUNTY HIGH SCHOOL – Needs Improvement
Bonnie Allman, Principal
Grades 09 - 12
Enrollment 400 (2nd month 2006-2007 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
Mathematics								
All	92	97	93	95.87	76.13	Yes	Yes	✓
White	92	97	93	95.87	76.13	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	51	53	50	94.33	66.66	By Average	Yes	✓
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	✓
White	92	97	92	94.84	67.81	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	51	53	49	92.45	63.82	No	Confidence Interval	✗
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%**

18 DODDRIDGE COUNTY
Janice Michels, Superintendent
501 DODDRIDGE COUNTY HIGH SCHOOL – Passed
Bonnie Allman, Principal
Grades 09 - 12
Enrollment 399 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	98	105	104	99.04	73.46	Yes	Yes	✓
White	97	104	103	99.03	73.19	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	54	60	59	98.33	59.25	Yes	Averaging	✓
Spec. Ed.	17	19	19	100.00	11.76	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	98	105	105	100.00	75.51	Yes	Yes	✓
White	97	104	104	100.00	76.28	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	54	60	60	100.00	64.81	Yes	Confidence Interval	✓
Spec. Ed.	17	19	19	100.00	11.76	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 90.1%

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.

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.

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.

FOLLOW-UP REVIEW

MET STANDARD.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team briefly visited all classrooms and found teachers engaged in instruction and students on task.

- 7.1.13. 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.

FOLLOW-UP REVIEW

COMPLIANCE. The master schedule had been adjusted and all classes were receiving at least 8100 instructional minutes.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The entire faculty was involved in workshops in which the Five-Year Strategic Plan was reviewed and revised. Interviews with teachers revealed that they were familiar with the goals and action activities in the Five-Year Strategic Plan and were implementing them in their classes.

- 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)

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.

FOLLOW-UP REVIEW

COMPLIANCE. Staff development on preparing lesson plans with effective instructional strategies had been provided the faculty. Staff development concerning required components (SAT, 504, IEPs, etc.) of lesson plans had been provided the staff. Lesson plans were submitted to the administration on Friday of the week prior to the lesson plans being used. These lesson plans were reviewed and commented upon by the administration in an effort to improve instruction. The principal and assistant principal performed class walkthroughs to check the implementation of the lesson plans.

The Team reviewed the lesson plan file and individual teacher lesson plans in use on the day of the Team visit and found them to be in proper order.

- 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)

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

FOLLOW-UP REVIEW

COMPLIANCE. The faculty was aware of the West Virginia Writing Assessment Data for the 2006-2007 school year. The staff was using the State writing rubric for their writing across the curriculum program. Everyone was aware of the Writing Assessment for the 2008-2009 year as it was being administered when the Team was in the school.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the personnel evaluations for the 2007-2008 year following the Team visit and the 2008-2009 year to date and found them to meet all requirements of West Virginia Board of Education Policy 5310.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The staff was monitoring the rest rooms and hallways between classes, before school and after school, and the school had a Prevention Resource Officer (PRO) to help monitor and provide instruction on laws to students. New signage had been installed throughout the campus. The Team monitored the rest rooms and found no evidence of the use of smokeless tobacco on the day of the Team visit.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team found significant improvement in the areas cited in the report and found the school administration to be the driving force in bringing about these improvements. Although more needed to be done, it appeared Doddridge County High School was on the right track to continue improvements in instruction and student achievement.

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.

FOLLOW-UP CONCLUSION

The school faculty and administration had worked diligently to address the citations in this report to improve achievement at Doddridge County High School. The entire faculty had been involved in a study to increase knowledge of the Five-Year Strategic Plan and involvement in the goals and action plans in the Five-Year Strategic Plan in planning classroom instruction. Staff development had been provided on improving the lesson planning process and the faculty had improved the lesson plans they were using in classroom instruction. The seminar conducted during the noon hour continued and may have been a factor in the improvement of student achievement scores on the WESTEST during the 2007-2008 school year.

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.

- 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.

FOLLOW-UP CONCLUSION

Through the continuing efforts of the staff at Doddridge County High School the deficiencies cited in this report had been corrected.

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.

FOLLOW-UP TEAM SUMMARY

To improve staff knowledge of high yield instructional practices and instruction, the Doddridge County High School staff participated in staff

development provided by RESA VII on effective instructional strategies and using Marzano’s instructional strategies. The staff had received staff development provided by the West Virginia Department of Education on 21st Century learning skills. Staff training had been provided in interpreting and using student achievement data. Data from the WESTEST was being used to strengthen student skill weaknesses during the noon seminar time.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
18-501 Doddridge County High	Full Accreditation			