

OFFICE OF EDUCATION PERFORMANCE AUDITS



SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

FAYETTE COUNTY SCHOOLS

NOVEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of the Fayette County School System October 28 - 31, 2002.

A Follow-up Education Performance Audit Team returned to Fayette County Schools on March 9 - 11, 2004 to verify correction of the noncompliances identified during the original Education Performance Audit. Additionally, the Team reviewed the recommendations to determine if they had been addressed. A Second Follow-up Education Performance Audit Team returned to Fayette County September 24, 2004.

The following report presents the final ratings and comments on the noncompliances and recommendations in Fayette County Schools that remained after the Follow-up Education Performance Audit.

SECTION I

School Performance

The following schools were reviewed by the Second Follow-up Education Performance Audit.

Middle School

20-305 Montgomery Middle

High Schools

20-502 Gauley Bridge High

20-506 Oak Hill High

20-305 MONTGOMERY MIDDLE SCHOOL

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCE

7.7 Administrative Practices and School-Community Relations

7.7.10. Skill improvement program. All students were placed in a skills class during 8th period. Student interviews indicated 8th period was used primarily for study hall. No evidence was found that the 8th period program concentrated on improving deficiencies. The Team recommended that the 8th period be structured to address specific skill deficiencies and a curriculum developed that specifies activities that target specific weaknesses. Technology should be used more effectively to identify and remediate weaknesses.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT TEAM CONCLUSION

NONCOMPLIANCE. This area remained a noncompliance. The skills class had been moved to 5th period and there was no evidence that technology was being used for remediation. No classroom computers were observed to be turned on during the follow-up audit.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Discussions with the principal and teachers and visits to classrooms showed the skills classes had been redesigned to include goals, objectives, and activities that addressed the students' skill deficiencies on the WESTEST. The new principal is technologically astute and has teachers throughout the school using technology in their classrooms. Visits to classrooms showed many students using computers.

20-502 GAULEY BRIDGE HIGH SCHOOL

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

7.1 Curriculum

- 7.1.6. Instructional strategies.** Through classroom observations, the Team found little evidence of varied instructional strategies and techniques. Rubrics were not being used in most classrooms to grade essay assignments or student writing. Course syllabi were not mandated by school administrators for all courses. Direct teaching occurred in most classes through a lecture-worksheet format. The Team found that this was detrimental to Gauley Bridge High School's block scheduling and student achievement. Cooperative learning did not take place. The use of computers was limited for students in Grades 6-12. Virtual School or distance learning courses were not found. Work-based learning activities were limited to the local fire department. Integration of academic and technical courses was not evident. Common teacher planning time and collaboration to produce theme based activities and/or team teaching did not exist. The senior year was not academically demanding in many cases. Senior projects, internships, college-level courses, and higher-level academic courses did not exist. Computer logs to verify student use did not exist. Because the school lacked a library/media center, the business department classroom had become the technology hub.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT TEAM CONCLUSION

NONCOMPLIANCE. This area remained a noncompliance. Although the principal had documented varied instructional strategies during his observations, the Team saw no evidence of varied instructional strategies. Computer logs were nonexistent, except those of the principal, and observations failed to indicate that computers were used in all classes. Students also indicated that computers were not used. A library existed, but was not used. Books in the library were outdated, but the principal indicated that emphasis was placed on using technology for the library. According to observations and interviews technology was rarely used in the library. However, seniors were required to write and present two research papers; one of the papers was in social studies and one in English class.

Senior projects in work-based learning did not exist.

SECOND FOLLOW-UP REVIEW

NONCOMPLIANCE. The substitute principal completed several classroom visits with evaluation observations made during his few days at the school. **Computer use logs were posted on the computer laboratory door that showed approximately half the teachers have used the computer laboratory this year. Visits to classrooms showed many computers were on and had been in use or were in use by students. The school had received some new SUCCESS computers in its laboratory. The library condition had not changed. The**

GAULEY BRIDGE HIGH SCHOOL

books were old and probably unused, the computers were few and not turned on, and a class was meeting in the library to view a video.

7.1.8. Library/educational technology access and technology application. Students did not have immediate access to library/technology centers because the school lacked a library and a librarian/media specialist. Educators opt to walk students to the nearby public library (the Team was not aware of what this building offered in the way of technology). Technology was not being used throughout all programs of study. Students were at a disadvantage in technology use due to the computer laboratory being used as a classroom and other classrooms were inadequately supplied with computers. Teachers reported being uncomfortable with the technology standards in their curricular areas. Mini labs furnished with outdated computers were not being used; however, the technology coordinator plans to replace them with updated computers when funding is available.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT TEAM CONCLUSION

NONCOMPLIANCE. This area remained a noncompliance. The use of technology was not evident to the Team.

SECOND FOLLOW-UP REVIEW

NONCOMPLIANCE. Students were observed using technology especially, in the SUCCESS laboratory. Some computers were being used in classrooms. The problems with the library remained the same as noted by the original Education Performance Audit Team.

SUMMARY

This is the second time that an Education Performance Audit Team has visited Gauley Bridge High School since the original audit. Minimal efforts were made to completely correct the findings of noncompliance. The Office of Education Performance Audits has reported long standing issues with similar, if not the same, noncompliances reported in previous reviews. The school lacks the capacity to correct and sustain correction of the issues plaguing the school. Furthermore, the school failed to achieve adequate yearly progress (AYP) for 5.1.4, Graduation Rate. Fayette County is urged to undertake decisive action for this school before conditions become so grave as to warrant more substantive intervention.

20-506 OAK HILL HIGH SCHOOL

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

7.1 Curriculum

7.1.3. High expectations. The Team observed that some students were not engaged in learning; some students were asleep; some students got up in the middle of class and walked out without permission. The Team recommended staff development to help create an environment of high expectations that is more consistent throughout the curriculum in all classrooms. High expectations must be extended to all achievement levels.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT TEAM CONCLUSION

NONCOMPLIANCE. Although improvement was shown in this area, work remained for Oak Hill High School to demonstrate high expectations for all students.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Teachers had been provided several additional staff development sessions on instructional strategies, for example, **QUILT; Module 3 Training by Max Thompson; and a two-day session on training in classroom strategies.** Curriculum coaches had been employed. The school instituted the **Read 180 program.** Teachers were being provided copies of **monthly newsletters on “Better Teaching” and “Technology Pathfinder”.** **Visits to several classrooms did not discover any cases of student or teacher indifference. Classes were progressing and students were engaged in the lessons being presented.**

7.1.5. Instruction. The use of 25 minutes titled, Roll Call, was an inefficient use of instructional time. The Channel 1 news program was played during the Roll Call period; however, very few students were watching the program. Some students were sleeping, playing computer games, talking, and a few were doing homework. Although the time was deemed as used for vocabulary enrichment, evidence from observations and student interviews indicated that it was free time with no educational value. When asked during interviews, several students indicated the roll call period was a waste of time.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT TEAM CONCLUSION

NONCOMPLIANCE. The Roll Call activity was still in place; however, it was called Skills Bank or Supervised Study. Students attend club meetings or go to computer laboratories to work on skills, but no evidence was seen that a meaningful remediation for students in the bottom quartile was being conducted.

OAK HILL HIGH SCHOOL

SECOND FOLLOW-UP REVIEW

COMPLIANCE. The time used for Roll Call was not part of the 360 minute instructional day. Roll Call will be eliminated from the schedule at the end of October 2004, or sooner, if bus schedules can be worked out earlier. The time will be divided between lunch and earlier dismissal at the end of the day. The school will go to one 45 minute lunch period and end the school day 15 minutes earlier. This will not affect the 360 minute instructional day.

SECTION II

School System Approval & School Accreditation Status

The Office of Education Performance Audits recommends to the West Virginia Board of Education continue the Full Approval status of the Fayette County School System and the schools be issued the accreditation status listed in the chart.

School	Accreditation Status	Education Performance Audit	Annual Performance Measures	Date Certain
20-305 Montgomery Middle	Full Accreditation			
20-502 Gauley Bridge High	Temporary Accreditation	7.1.6; 7.1.8		
20-506 Oak Hill High	Full Accreditation			