

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

OAK HILL HIGH SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Oak Hill High School in Fayette County on November 14, 2006.

A Follow-up Education Performance Audit of Oak Hill High School in Fayette County was conducted October 31, 2007. 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.

20 FAYETTE COUNTY

Chris Perkins, Superintendent

506 OAK HILL HIGH SCHOOL – Passed

Fred McClain, Principal

Grades 09 - 12

Enrollment 764 (2nd month 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	186	192	188	97.91	53.55	Yes	Confidence Interval	✓
White	163	167	166	99.40	54.32	Yes	Confidence Interval	✓
Black	20	22	19	86.36	44.44	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	90	94	92	97.87	50.56	Yes	Confidence Interval	✓
Spec. Ed.	25	25	24	96.00	29.16	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	186	192	188	97.91	75.40	Yes	Yes	✓
White	163	167	166	99.40	76.54	Yes	Yes	✓
Black	20	22	19	86.36	66.66	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	90	94	92	97.87	68.53	Yes	Confidence Interval	✓
Spec. Ed.	25	25	24	96.00	41.66	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed by Improvement
Graduation Rate = 75.3%**

SCHOOL PERFORMANCE

20 FAYETTE COUNTY

Chris Perkins, Superintendent

506 OAK HILL HIGH SCHOOL – Needs Improvement

Tim Payton, Principal

Grades 09 - 12

Enrollment 763 (2nd month 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	171	181	174	96.13	50.30	Yes	No	X
White	150	159	153	96.22	52.41	Yes	Confidence Interval - Averaging	✓
Black	21	22	21	95.45	35.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	79	85	81	95.29	36.84	Yes	No	X
Spec. Ed.	20	22	20	90.90	11.11	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	171	181	175	96.68	74.69	Yes	Yes	✓
White	150	159	154	96.85	75.34	Yes	Yes	✓
Black	21	22	21	95.45	70.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	79	85	82	96.47	63.63	Yes	Confidence Interval	✓
Spec. Ed.	20	22	20	90.90	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 81.8%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Oak Hill High School achieved adequate yearly progress (AYP) in the all students (AS) subgroup and the racial/ethnicity white students (W) subgroup in mathematics and the economically disadvantaged students (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. It was further noted that the racial/ethnicity black (B) subgroup and special education (SE) subgroup with the number (N) less than 50, scored below the State's percent proficient in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Student achievement in both mathematics and reading/language arts continued to decline.

5.1.4. Graduation rate.

Oak Hill High School's graduation rate (75.3 percent) was passed only by improvement. Programs and practices must be implemented to increase graduation rate in the future.

FOLLOW-UP REVIEW

COMPLIANCE. The 2007 graduation rate was 81.8 percent.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Continue to Achieve AYP.

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 reteaching, enrichment, and acceleration. (Policy 2510)**

Many students were being used as teacher aides throughout the building. Several teachers had more than one student aide per period. This did not show high expectations for these students. This time could be better utilized by students in taking higher level classes. These students were losing 25 percent of their educational opportunities during the day under the block schedule format.

The Team observed an instance in which a teacher made inappropriate reference to students' ability on emergency lesson plans.

FOLLOW-UP REVIEW

COMPLIANCE. Students were no longer used as teacher aides.

- 7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

A schoolwide proactive plan could be explained by teachers on how the school deals with bullying/harassment. The school was taking more of a reactive approach to these issues through the discipline process.

Several teachers and many students expressed concern about building safety. It was reported to the Team that many parents and former students enter the building without checking into the office. This is a serious safety concern as safety in schools is a high priority.

FOLLOW-UP REVIEW

COMPLIANCE. A schoolwide proactive plan dealing with bullying/harassment and other issues had been designed. The program used Discovery Health Connection materials which teachers presented to students twice a week during the 30-minute homeroom/lunch period. Teachers received training in the use of the program at the beginning of the school year. Teachers reported the program is working well.

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

The science curriculum did not have 50 percent of instructional time consisting of investigation, active inquiry, and experimentation. Additionally, the physics teacher did not have enough materials to teach the class. The class had only two student chairs, textbooks, and reference materials. There also was no laboratory equipment.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. The distant learning classroom housed a class of CATS 10 in the afternoon. The classroom had tables and chairs and some science equipment. Other science equipment was available from the science laboratories.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Dodge ball was being taught in the physical education classes. This was not an acceptable practice as students are subject to injury and intimidation.

FOLLOW-UP REVIEW

COMPLIANCE. Dodge ball was no longer taught.

7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

The Team did not find evidence through classroom observations and teacher and student interviews that writing instruction was being conducted weekly in all subject areas. Writing exercises being done were not always collected and corrected for spelling, grammar, and content.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed (at least 16) reported writing instruction was being conducted at least weekly and the papers were collected and corrected.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Teachers reported that students were not allowed to enter the library unless taken by a classroom teacher. Students must be given the opportunity to visit the library on a regular basis to check out books of personal interest or conduct research.

FOLLOW-UP REVIEW

COMPLIANCE. The librarian reported the library was used continuously. Two computer laboratories were located in the library and used by teachers with total classes and by individual students. The new librarian reported students were welcome to enter and use the library any time the librarian was there.

7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

The Team found that some teachers were requiring students to purchase classroom materials. This was inconsistent with a free and appropriate public education provided by West Virginia Code. Fayette County was urged to check practices at all schools within the county to assure that students are not required to purchase required materials that should be provided by the county and/or school. This practice must cease in future school years.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed reported they were not requiring students to purchase classroom materials. It was evident this policy had been reinforced with the staff.

7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

Although a schoolwide Multicultural Plan had been developed, very few teachers were aware of this plan. A few multicultural activities were mentioned; however, they were not included on a schoolwide basis.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed were well aware of the Multicultural Plan as all of them were teaching activities in it twice a week.

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)

Not all students reported to school on the first day, August 28, 2006. Only Grade 9 reported on the first day. This practice interferes with instructional time and the minimum instructional days required by W.Va. Code §18-5-45.

FOLLOW-UP REVIEW

COMPLIANCE. All students reported the first day of school this year.

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.

Only approximately ten teachers were aware of the various components of the school's Five-Year Strategic Plan. An effective plan is known by all staff, monitored to maintain focus, and evaluated periodically to assess that action steps are achieving the established goals and objectives.

FOLLOW-UP REVIEW

COMPLIANCE. Interviews with many teachers showed they were familiar with the school's Five-Year Strategic Plan and had reviewed copies of the plan.

- 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)

Many of the lesson plans observed by the Team did not contain enough activities for a 90 minute block. Several teachers relied on the Focused Learning sheet, which would be difficult, if not impossible, to teach from as lesson plans. One teacher was teaching from lesson plans for the 2005-2006 school year.

FOLLOW-UP REVIEW

COMPLIANCE. Lesson plan were reviewed by the Team members. The plans were well-done with multiple activities and strategies. The principal's reviews were well-done and completely timely.

- 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)

Teachers reported that WESTEST data analysis had only been conducted for two short sessions this school year. It was also reported that data analysis was not a priority as it has been in years past due to a greater emphasis on Focused Learning.

FOLLOW-UP REVIEW

COMPLIANCE. Teachers reported all had been involved in the analysis of WESTEST data and the data were constantly used in subject area team meetings.

7.6. Personnel

7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

Two new teachers were not assigned a mentor until late October.

FOLLOW-UP REVIEW

COMPLIANCE. One new teacher was eligible for a mentor. The Personnel Director reported the job announcement for the mentor will be on the next personnel posting. Because of the time it takes to post the job and employ a mentor, the principal assigned a buddy teacher.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

Teachers stated that some school policies (discipline, headsets, cell phone, and book bags) were in place; however, it was generally left up to the classroom teachers to handle these problems. One teacher stated that he deals with tobacco use and does not turn it into the office. The county cell phone policy states, “no use in the building;” however, teachers gave mixed responses as to what was to happen when a student possessed a cell phone in class. The inconsistencies in policy implementation created an atmosphere of uneasiness and doubt in many teachers and students.

Tobacco use was evident in the student rest rooms. This was a violation of W.Va. Code §16-9A-4.

FOLLOW-UP REVIEW

COMPLIANCE. The policies appeared to be uniformly and consistently enforced by school administrators and staff.

The Team found no evidence of tobacco usage in the rest rooms.

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)**

Due to the number of deficiencies found at Oak Hill High School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA IV be sought to assist the building administrator in the operation of the school.

FOLLOW-UP REVIEW

COMPLIANCE. The principal reported the school staff has had good support from the Fayette County Board Office personnel, RESA IV, and the West Virginia Department of Education.

RECOMMENDATIONS

- 7.1.3. Learning environment.** Several teachers and students reported that the school was generally not clean and attractive. Paint was peeling from several walls, trash was strewn throughout the building and on the grounds, and a hole in the wall was reported to have been there for three years. The Team recommended that the building be cleaned and maintained on a regular basis to provide an academically stimulating atmosphere for the students and teachers.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The building was clean and the floors were shining. No trash was visible in the building or on the school grounds.

- 7.1.7. Library/educational technology access and technology application.** Teachers and students were using technology to the extent possible; however, there were not enough computers or white boards available for use. Furthermore, the computers available were outdated. There were not enough computer labs to provide for 21st Century Learning Skills. The Team recommended that Oak Hill High School and Fayette County Board of Education investigate means to provide the school with greater amounts of technology.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The school had received four whiteboards and an additional computer laboratory which had been set up in the library.

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 Oak Hill High School in providing a thorough and efficient system of education. Fayette 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 Fayette 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.

Given the excessive number of deficiencies found at Oak Hill High School, it is imperative that high quality staff development be sought for the staff and administration in the areas identified at the school. A pervasive atmosphere existed throughout the building of a lack of knowledge or initiative to implement the various policies and programs to improve student achievement. The administration must actively pursue remedies to the issues found and bond the staff together to consistently enforce school rules, provide a stronger learning environment, and institute an atmosphere that fosters a safe and educationally appropriate atmosphere.

FOLLOW-UP CONCLUSION

While WESTEST scores declined, it appeared that Oak Hill High School was effectively dealing with curricular needs.

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.

- 19.1.1. School location.** The school site was not well landscaped.
- 19.1.10. Specialized instructional areas.** The art area did not have access to natural and artificial light and did not have black-out areas. The music facility was not of adequate size and did not have adequate storage area.
- 19.1.11. Grades 6-12 science facilities.** The science facilities did not have AC and DC current and air vacuum. The Physics facility did not have equipment and materials.
- 19.1.12. Grades 7-12 auditorium/stage.** The high school auditorium was not of adequate size, did not have space for an orchestra, did not have broadcast capabilities, and did not have speakers and distance learning capability. The high school stage did not have a wood floor.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not available.

19.1.15. Health service units. The health service unit did not have a lavatory.

19.1.16. Grades 7-12 vocational. The Business Education all purpose facility did not have a copier or darkening room provision.

FOLLOW-UP CONCLUSION

The principal reported no change in facility resource needs.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-506 Oak Hill High	Full Accreditation			