



**THIRD FOLLOW-UP EDUCATION PERFORMANCE AUDIT PROGRESS
REPORT**

FOR

VALLEY HIGH SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Valley High School in Fayette County November 15, 2006.

A Follow-up Education Performance Audit of Valley High School in Fayette County was conducted October 30, 2007.

A Second Follow-up Education Performance Audit Team returned to Valley High School January 21, 2009 to check if the remaining noncompliances had been corrected. The purpose of the follow-up was to check progress of the school and county in correcting the findings identified during the original Education Performance Audit. The Team found that two high quality standards from the original Education Performance Audit resurfaced as issues at the school.

A Third Follow-up Education Performance Audit at Valley High School occurred December 15, 2009 to check if the noncompliances had been corrected.

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Follow-up Education Performance Audit Team's findings.

20 FAYETTE COUNTY
Chris Perkins, Superintendent
507 VALLEY HIGH SCHOOL – Passed
C. Lee Loy, Principal
Grades 06 - 12
Enrollment 577 (2nd month 2007-08 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	299	315	312	99.04	60.13	Yes	Confidence Interval	✓
White	264	279	277	99.28	60.68	Yes	Confidence Interval	✓
Black	32	33	32	96.96	51.61	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	183	191	189	98.95	59.66	Yes	Confidence Interval	✓
Spec. Ed.	32	34	34	100.00	28.12	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	299	315	312	99.04	76.01	Yes	Yes	✓
White	264	279	277	99.28	75.19	Yes	Yes	✓
Black	32	33	32	96.96	80.64	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	183	191	189	98.95	73.48	Yes	Confidence Interval	✓
Spec. Ed.	32	34	34	100.00	46.87	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 83.9%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
507 VALLEY HIGH SCHOOL – Passed
C. Lee Loy, Principal
Grades 06 - 12
Enrollment 542 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

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	292	307	305	99.34	51.89	Yes	Yes	✓
White	257	271	269	99.26	53.51	Yes	Yes	✓
Black	33	34	34	100.00	36.36	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	166	176	175	99.43	45.45	Yes	Confidence Interval	✓
Spec. Ed.	28	28	28	100.00	46.42	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	292	307	305	99.34	59.10	Yes	Yes	✓
White	257	271	269	99.26	58.98	Yes	Yes	✓
Black	33	34	34	100.00	57.57	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	166	176	175	99.43	51.51	Yes	Yes	✓
Spec. Ed.	28	28	28	100.00	39.28	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 83.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Since this school was considered a new school because of reconfiguration with three other schools, accountability was not applied relative to adequate yearly progress (AYP). The school's mathematics percent proficient has been low and mathematics has been low throughout Fayette County. The WESTEST results, although not applicable for accountability, should be used by the school and county for strategic planning.

The Grade 7 Statewide Writing Assessment performance levels were far below the state levels with Valley High School's students at 53 percent below mastery compared to 25 percent for West Virginia and 32 percent for Fayette County.

FOLLOW-UP REVIEW

The achievement in both mathematics and reading/language continued to decline. The Team interviewed the administrators and mathematics teachers concerning what was being done to improve student mathematics achievement. Following are several of the things the school was doing to improve student achievement in mathematics.

1. A numeracy coach had been employed on an extracurricular contract to work with mathematics teachers.
2. The numeracy coach had held several meetings with the school's mathematics faculty to analyze WESTEST scores and identify weaknesses in the mathematics curriculum and the individual students. This information was being used to provide supplemental materials to improve the weaknesses in the curriculum and to target instruction to students both in class and after-school tutoring.
3. Mathematics teachers were using bell ringers.
4. The mathematics teachers were being trained in "Cooperative Learning".
5. Mathematics teachers used the "I Know" website with students.
6. Teachers were being trained in focused learning strategies.
7. The Mathematics Department had new graphing calculators.
8. The Mathematics Department had new geometry sketch pads.
9. Mathematics teachers were building benchmark tests to check and guide math instruction.

SECOND FOLLOW-UP REVIEW

MET STANDARD. WESTEST results revealed an overall increase in student achievement from the 2006-2007 school year to the 2007-2008 school year in Reading/Language Arts. The mathematics percent proficient increased modestly in the all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups; but declined in the racial/ethnicity black (B) and special education (SE) subgroups.

The administration had sought and implemented high quality programs to increase student achievement. A greater emphasis had been placed on countywide staff development, co-teaching, and data analysis.

THIRD FOLLOW-UP REVIEW (December 2009)

The principal reported that the following initiatives had been implemented to increase student achievement.

- **Staff development on standards-based mathematics and algebra.**
- **Administration and teacher bimonthly meetings to inform teachers of the successes and the help needed throughout the school to increase achievement in mathematics.**
- **Teacher and Administrator walkthroughs to gather information on strategies and ideas to use in the classroom.**
- **Professional development in Learning Focused Strategies and instructional strategies, differentiated instruction, and vocabulary instruction.**
- **Provided tutoring services for students.**
- **Teachers continued to use Acuity to assist in benchmarking West Virginia 21st Century content standards and objectives (CSOs) delivery in their classrooms.**
- **Teachers participated in data analysis to develop plans to increase test scores. Teachers worked in teams to analysis data from the 2009 WESTEST 2. The data were used to address areas of weakness in the classroom. CAG Liaison and Secondary Education Specialist will assist.**
- **The data were used to drive action in the classroom by the teacher to address the weak areas and higher order thinking skills.**
- **Co-teaching and Collaboration in the mathematics classrooms with the inclusion of special education students into the regular classroom.**
- **Teachers continued training in collaborative teaching strategies.**
- **Eight units of connected mathematics for middle level students will be incorporated. Eight units of standards based mathematics in Algebra I using the SIMMS curriculum. Four units of standards based mathematics in Geometry using the SIMMS curriculum.**

- **Communication with the county technology directors on what can be offered countywide will continue.**

Professional Development for New Mathematics and Experienced Mathematics Teachers include the following as reported by the principal.

- **Mathematics/Science Project and Algebra I Online Training.**
- **Content Academies.**
- **Geometry Online Units.**
- **Mathematics Pacing Guides/Curriculum Maps.**
- **Acuity Training.**

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Achieve Adequate Yearly Progress (AYP).

7.1. Curriculum

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)

SECOND FOLLOW-UP CONCLUSION

Finding From Original Audit This was an original finding from the first Education Performance Audit and the 6 month progress audit found the school in compliance. However, the January 21, 2009 follow-up Team found that Advanced Placement (AP) Chemistry and Physics were not offered. The principal stated that this was due to the lack of a qualified teacher.

THIRD FOLLOW-UP CONCLUSION (December 2009)

COMPLIANCE. Valley High School offers four advanced placement (AP) classes: AP Language and Composition, AP Literature, AP Environmental Earth Science, and AP World History.

7.2. Student and School Performance

- 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)**

SECOND FOLLOW-UP CONCLUSION

Finding From Original Audit This was an original finding from the first Education Performance Audit and the Six Month Progress Audit found the school in compliance. The January 21, 2009 follow-up Team found: Two teachers had no lesson plans for the Team to review; five teachers had lesson plans only for the current week; five teachers' plans were incomplete and could not be followed by a substitute teacher; and the Team could not verify that the principal had reviewed all lesson plans at least quarterly.

THIRD FOLLOW-UP CONCLUSION (December 2009)

COMPLIANCE. The Team reviewed lesson plans and found that all teachers had lesson plans that were thorough and complete and could be followed by a substitute teacher. The principal had reviewed and commented on all lesson plans.

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 Valley 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.

The consolidation of four schools to form the current Valley High School had been a daunting task for the students, staff, and administration. The Team believed that the administration had the foresight and ability to work through the issues at hand and to guide the school in the proper direction.

The school failed to provide a number of required classes especially Advanced Placement (AP) classes. The county must devise a means to provide all required courses to all secondary schools in Fayette County.

FOLLOW-UP CONCLUSION

With the addition of the Advanced Placement (AP) classes, the school believed it was providing all required courses for this year.

SECOND FOLLOW-UP CONCLUSION

Valley High School had the required number of Advanced Placement (AP) classes; however, required AP classes, (AP Chemistry and AP Physics) were not offered.

THIRD FOLLOW-UP CONCLUSION (December 2009)

COMPLIANCE.

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 Valley 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 Valley High School and Fayette County have the capacity to correct the identified deficiencies. The school must continue to investigate and implement high quality programs and practices to ensure student success. Also, particular attention must continue to be given to the mathematics department to increase student scores on the WESTEST. The Team recommended that the Fayette County School System Director of Instruction and the school administrator engage the Director of Instruction and the Professional Development Director at RESA IV in developing the school's capacity to improve the school's achievement in mathematics.

FOLLOW-UP CONCLUSION

With the assistance of Judy Pomeroy from RESA IV and Lou Maynus from the West Virginia Department of Education, the school had participated in the preparation of the Fayette County K-12 Math Leadership Plan.

Some of the things done at Valley High School to improve student achievement in mathematics are:

1. An after-school tutoring program designed around student mathematics weaknesses.
2. Employment of a Numeracy Coach.
3. Analysis of the WESTEST mathematics scores to find weaknesses in the curriculum and individual students.
4. Purchase of new graphing calculators.
5. Training of teachers in cooperative learning, use of graphing calculators, focused learning strategies, Marzano's Instructional Strategies That Work, etc.

SECOND FOLLOW-UP CONCLUSION

While Valley High School corrected the remaining deficiencies from the first follow-up Education Performance Audit, two items from the original Education

Performance Audit had resurfaced. The administration must aggressively address these issues to correct them in a timely manner.

THIRD FOLLOW-UP CONCLUSION (December 2009)

COMPLIANCE.

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 did not have 15 acres. The site was not large enough for future expansion. The location was not removed from undesirable noise and traffic. The site was not suitable for special instructional

needs, e.g. outdoor learning. The playgrounds/recreational areas were not well equipped and appropriate for the Grades 5-8 age level.

- 19.1.8. Grades 1-12 classrooms.** Rooms 101-A, 210-A, 310-A, 401-A, and 405 did not have adequate storage. Room 201 was not of adequate size. Room 401 did not have a chalkboard or bulletin board.
- 19.1.10. Specialized instructional areas.** The art facility did not have access to natural or artificial light and did not have the following equipment: Two deep sinks, mechanical ventilation, ceramic kiln, and black-out areas. The physical education facility did not have forced ventilation or a display case.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not of adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment was not available in all science classrooms: AC and DC current, fire extinguisher, sink, air vacuum, balance cases, darkening provisions, adequate storage, hot and cold water, chalkboard, bulletin board, open and closed shelving, demo table, blanket, emergency showers, chairs and tables, gas, main gas shut-off, ventilation fume hood, and laboratory workspace.
- 19.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size, was not located to have convenient access to language arts and music instructional area, and was not close to seating. The middle school stage did not have acoustical panels, film screens, or controlled illumination. The high school auditorium was not of adequate size and did not have space for an orchestra, was not acoustically treated, did not have broadcast capabilities, lacked controlled illumination, and did not have speakers and distance learning capability. The high school stage was not of adequate size and did not have wood floors, light control panels, outlets, or adequate storage.
- 19.1.13. Grades 7-12 school site vocational.** Room 402 Keyboarding did not have room darkening provisions.
- 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 curtained or small rooms with cots, a refrigerator with locked storage, or a work counter.

FOLLOW-UP CONCLUSION

The findings remained the same with the following exceptions.

- 19.1.8. Grades 1-12 classrooms. Some stored materials had been removed from Rooms 101-A, 210-A, 310-A, 401-A and 405. A chalkboard and bulletin board had been installed in Room 401.

SECOND FOLLOW-UP CONCLUSION

The facility resource needs remained as identified in the original and the follow-up Education Performance Audit reports with the exception of the following.

- 19.1.10. The art facility had two deep sinks and a display case.
- 19.1.11. The science facility had the following in place: Ventilation fume hoods, AC/DC current, fire extinguisher, sink, air vacuum, balance cases, adequate storage, cold water, whiteboard, bulletin board, open and closed shelving, demo table, blanket, emergency showers, chairs and tables, gas, and main gas shut-off.
- 19.1.15. The health service unit had curtained rooms, a bed, a work counter, and a refrigerator in a locked room.

THIRD FOLLOW-UP CONCLUSION (December 2009)

- 19.1.8. Rooms 101-A, 210-A, 310-A, 401-A, and 405 had added storage.**
- 19.1.10. The art facility issues had all been corrected.**
- 19.1.11. The 6-12 science facility issues had all been corrected.**

An in-depth facility report is included in the Fayette County School District Education Performance Audit Report.

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.

Given the achievement levels of students in mathematics, Valley High School and Fayette County must implement high yield instructional practices and instruction that will improve students' achievement. Fayette County must actively pursue assistance from RESA IV, 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

Student achievement on the WESTEST declined from 2005-06 to 2006-07.

SECOND FOLLOW-UP TEAM SUMMARY

Student achievement on the WESTEST increased from 2006-2007 to 2007-2008 except in the racial/ethnicity black (B) and special education (SE) subgroups in mathematics.

THIRD FOLLOW-UP TEAM SUMMARY (December 2009)

While student achievement on the WESTEST 2 had declined, the principal provided a plan to address the needs of the school to increase student achievement and close the achievement gap. The Team believed that, over time, the student percent proficient will increase if the programs and practices are supported.

EDUCATION PERFORMANCE AUDIT SUMMARY

Two findings from the original Education Performance Audit resurfaced as issues at the school. These were 7.1.9. Programs of study and 7.2.3. Lesson plans and principal feedback.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Valley High School Temporary Accreditation status with an September 1, 2009 Date Certain to correct the remaining findings.

The OEPA will conduct another follow-up review after September 1, 2009 to determine that improvement efforts have been sustained and the remaining standards (7.1.9 and 7.2.3) have been corrected.

THIRD FOLLOW-UP TEAM SUMMARY (December 2009)

The Office of Education Performance Audits recommended that the West Virginia Board of Education upgrade Valley High School from Conditional to Full Accreditation status.