

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LEWIS COUNTY HIGH SCHOOL

LEWIS COUNTY SCHOOL SYSTEM

MARCH 2005

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Lewis County High School in Lewis County March 11, 2004.

A Follow-up Education Performance Audit of Lewis County High School was conducted January 11, 2005. 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."

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

5.1.1. Achievement.

SCHOOL PERFORMANCE

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

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	197	199	199	100.00	60.91	Yes	Yes	✓
White	195	197	197	100.00	61.02	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	82	83	83	100.00	48.78	Yes	Confidence Interval	✓
Spec. Ed.	44	45	45	100.00	15.90	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	197	199	199	100.00	68.52	Yes	Confidence Interval	✓
White	195	197	197	100.00	68.71	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	82	83	83	100.00	56.09	Yes	No	✗
Spec. Ed.	44	45	45	100.00	15.90	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 90.8%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	199	197	199	197	100.00	13.20	25.89	43.15	13.71	4.06	60.91

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	199	197	199	197	100.00	7.61	23.86	36.04	24.87	7.61	68.53

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
3	2%	5	3%	24	12%	29	15%	107	55%	6	3%	7	4%	15	8%	196

Note: Eighty-six (86%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
48.74%	2003-04
56.44%	2002-03
44.444%	2001-02

FOLLOW-UP REVIEW

NONCOMPLIANCE. Lewis County High School did not achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup. While the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement, the plan needed to be strengthened and include more activities specifically directed to improving achievement of SES students.

7.1. Curriculum

7.1.1. Mission and goals. The mission and goals of the school provide direction for planning the school's education program. (Policy 2510)

The school had a mission and goals but teachers were not aware of what they were. The established mission and goals did not adequately and sufficiently address the school's needs or provide purpose and direction for the education program. The mission in the student handbook was the county mission statement and goals were not listed in the student handbook.

FOLLOW-UP REVIEW

COMPLIANCE.

7.1.2. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education and the mission of the school is consistent therewith. Appropriate copies of the content standards and objectives are provided to each teacher and to the public upon request. (Policy 2510; Policy 2520)

Many teachers could not consistently produce a copy of the Content Standards and Objectives (CSOs) for the subjects being taught. Teachers acknowledged that they had been trained and had received copies of the CSOs; however, many teachers were unable to explain how the Content Standards and Objectives were included in their daily instruction and lessons. Consequently, the curriculum could not have been based on the West Virginia Board of Education Content Standards and Objectives.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers had copies of the Content Standards and Objectives (CSOs) for their subjects and were using them in planning lessons.

7.1.3. 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. The content standards and objectives in each grade level and in each subject must all be taught. (Policy 2510)

All teachers did not demonstrate high expectations for the learning and achieving of all students. Examples included: Students sleeping in class, inconsistent enforcement of school rules and policies, and the library was not accessible a sufficient amount of time

for student use. Furthermore, the Team did not observe teaching and learning in every classroom and students expressed concern about not being challenged by the curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. Visits to classrooms and discussions with teachers and students showed active classroom instruction. Library hours had been extended and the library was open from 7:30 a.m. until 3:30 p.m. daily.

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

Students and Team members observed students' sleeping in class. Students reported that some teachers would address the situation while other teachers simply ignored the problem. Some teachers did not demonstrate that teaching and learning were school priorities.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty agreed upon school rules and these rules were being enforced in all classrooms. These rules were uniformly and consistently enforced by all staff.

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

The Team conducted classroom observations and interviewed educators and found that a variety of instructional strategies were not being used in many of the classrooms. Classroom teachers needed to utilize instructional strategies, methods, and techniques that allow students to be actively engaged in learning. This is especially relevant in view of the four subgroups that initially did not make adequate yearly progress (AYP) in Student Achievement (5.1.1).

FOLLOW-UP REVIEW

COMPLIANCE. Staff development had been provided on using a variety of instructional strategies. The principal reviewed lesson plans to ensure teachers were using a variety of instructional strategies.

- 7.1.8. 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)

Students in many classrooms were not scheduled to receive computer time. Computer laboratory logs were kept in inconvenient locations for teacher scheduling. Students should be scheduled to receive technology and technology should be integrated throughout the curriculum. Team members received mixed information about the availability of the library for student and teacher use. Team members observed the library at different times during the day. The only students using the library were four library assistants each block. Students interviewed also confirmed this. Students reported the library was closed because of a student prank and was unavailable for student use. Students indicated that the library was not open before or after school. It also opened late in the school year and closes before the school term ends.

FOLLOW-UP REVIEW

COMPLIANCE. The school had been provided two additional computer laboratories for general teacher use. Logs for the use of the laboratories showed many teachers were using the laboratories with students. Visits to the library showed several students working in the library. A review of the library logs showed good student use of the library. The hours for the library had been extended to 7:30 a.m. until 3:30 p.m. daily.

- 7.1.14. Multicultural education.** Multicultural education is taught 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)

There was little evidence that multicultural education was an ongoing year long process or that a schoolwide curriculum had been developed or implemented.

FOLLOW-UP REVIEW

COMPLIANCE.

7.2.Student and School Performance

- 7.2.4. 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. (Policy 2510; Policy 5310)**

Many lesson plans were minimal. The administration provided very little feedback. Feedback was brief and nonspecific. In view of the student achievement issues, lesson plans must be based on approved Content Standards and Objectives to assure their delivery and improve student achievement.

FOLLOW-UP REVIEW

COMPLIANCE.

7.7. Administrative Practices and School-Community Relations

- 7.7.7. Codes of conduct. The county and schools implement, investigate, and monitor the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)**

Students stated that some teachers breached confidentiality by talking about other teachers and students to students. Students further asserted that some teachers were not positive role models. The Code of Conduct for Employees must be thoroughly implemented.

FOLLOW-UP REVIEW

COMPLIANCE. Staff development on policies and privacy laws had been provided to all staff members. The Codes of Conduct for employees and students were posted throughout the building.

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

- 7.11.3. 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 2422.5A; Policy 4373; Policy 2515)**

A Team member observed a teacher using a smokeless tobacco product while instructing students.

FOLLOW-UP REVIEW

COMPLIANCE. The principal has discussed this with the teacher privately (the teacher denies the use of smokeless tobacco) and has reviewed the policy on “Use of tobacco” with the entire staff.

7.12. Leadership

7.12.1. 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 high number of noncompliances, the Team reported a need for the development of leadership at the county, school, and classroom levels. The Team recommended that the Lewis County Central Office staff monitor and ensure that the administration is provided support and assistance to enforce the state and county rules and regulations to provide student success.

FOLLOW-UP REVIEW

COMPLIANCE. The principal reported good cooperation and support between the county office and the school.

RECOMMENDATIONS

5.1.1. Achievement. Review of 2002-2003 assessment data indicated that the percentage of students scoring in the first quartile in the economically disadvantaged (SES) and special education (SE) subgroups was over 25 percent. The percentage of students scoring in the top two quartiles in the all students (AS), white students (W), economically disadvantaged students (SES), and special education (SE) subgroups was below 50 percent. The Team recommended that a concerted effort be made and specific strategies and programs be used to increase the percentage of all students achieving in the upper two quartiles. Special emphasis should also be given to increase percentages in the upper two quartiles of students in the W, SES, and SE subgroups.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.11.1. School rules, procedures, and expectations. Through individual and group interviews, the Team determined that students perceived teachers did not uniformly and consistently enforce school rules regarding student behavior and conduct. Several students stated that some teachers ignored misconduct and misbehavior. The Team recommended that all teachers consistently and uniformly enforce school rules, policies, and procedures.

FOLLOW-UP REVIEW
RECOMMENDATION FOLLOWED.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 17.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Lewis County High School and Lewis County have the capacity to correct the noncompliances listed in the report.

FOLLOW-UP CONCLUSION

Through the cooperation of the school administration, school staff, and county administrative staff, the noncompliances had been corrected. However, achievement remained a problem.

SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Lewis County School System and upgrade the accreditation status of Lewis County High School to Conditional Accreditation with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).