



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LEWIS COUNTY HIGH SCHOOL

LEWIS COUNTY SCHOOL SYSTEM

AUGUST 2009

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 on January 22, 2008.

A Follow-up Education Performance Audit of Lewis County High School in Lewis County was conducted April 6, 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.

41 LEWIS COUNTY

Dr. Joseph L. Mace, Superintendent

501 LEWIS COUNTY HIGH SCHOOL – Needs Improvement

Tim Derico, Principal

Grades 09 - 12

Enrollment 829 (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	203	209	205	98.08	61.19	Yes	Confidence Interval	✓
White	202	208	204	98.07	61.00	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	89	93	92	98.92	48.31	Yes	No	✗
Spec. Ed.	28	28	28	100.00	10.71	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	203	209	205	98.08	71.64	Yes	Confidence Interval	✓
White	202	208	204	98.07	71.50	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	89	93	92	98.92	65.16	Yes	Confidence Interval	✓
Spec. Ed.	28	28	28	100.00	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 82.2%**

41 LEWIS COUNTY
Dr. Joseph L. Mace, Superintendent
501 LEWIS COUNTY HIGH SCHOOL – Needs Improvement
Tim Derico, Principal
Grades 09 - 12
Enrollment 836 (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	203	213	211	99.06	63.36	Yes	Confidence Interval	✓
White	198	208	206	99.03	63.95	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	98	107	105	98.13	54.63	Yes	Confidence Interval	✓
Spec. Ed.	46	51	50	98.03	22.22	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	203	213	209	98.12	66.66	Yes	Confidence Interval - Averaging	✓
White	198	208	204	98.07	66.83	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	98	107	104	97.19	57.73	Yes	No	✗
Spec. Ed.	46	51	49	96.07	20.00	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 80.0%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

This is the 1st year that Lewis County High School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included economically disadvantaged (SES) students in reading/language arts. In accordance with Section 10.6 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Lewis County High School and Lewis County were encouraged to revise the school and county Five-Year Strategic Plans when a subgroup is identified in any one year.

Lewis County High School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics. Also, the school achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroup in mathematics and reading/language arts and in the SES subgroup 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 are urged to apply interventions noted in the county's strategic plan to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in both mathematics and reading: Grade 10 – 38.81 percent in mathematics and 28.36 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Technology Training with the Wireless Laboratory.
2. Sensitivity Training.
3. Safety and Acceptable Use of the Internet.
4. WESTEST Data Analysis.

FOLLOW-UP REVIEW

MET STANDARD. Lewis County High School was 1st year out in the 2007-2008 school year in the economically disadvantaged (SES) subgroup in reading/language arts. AYP was achieved in reading/language arts in the all students (AS) subgroup by application of the confidence interval – averaging and in the racial/ethnicity white (W) subgroup in reading/language arts and in the AS, W, and SES subgroups in mathematics by application of the confidence interval. Student

achievement scores were slightly better in mathematics and were significantly worse in reading/language arts during the 2007-2008 school year.

The school made some changes to improve student achievement in the 2008-2009 school year. The school master schedule was changed from a block schedule to an eight 45 minute period day. This change enabled a year long double instructional period for reading/language arts and mathematics in Grade 9. The second period in the double period was used for remedial instruction on the weaknesses in achievement for students who did not achieve mastery level on the WESTEST.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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)

The Team observed a teacher who did not exhibit high expectations for all students. All students were not actively engaged in the educational process and one student, seated in the front row, slept for at least 23 minutes during the observation and was not redirected by the teacher.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed classrooms throughout the school and saw teachers exhibiting high expectations of students and students were actively engaged in class activities. Teachers did not permit students to “opt out” and lie their heads on their desks or otherwise not participate in the class. The specific teacher cited here was absent from school and was not observed by the Team. Teachers voiced high expectations of students and themselves during interviews with the Team.

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)

The Team did not observe varied instructional strategies in many of the classrooms. Approximately half the classes observed and/or lesson plans reviewed involved direct instruction with worksheets and whole group instruction.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. The school technology integration specialists worked extensively with the instructional staff on methods to effectively integrate technology into their classroom instruction and the Team observed that integration throughout the school. The staff had been trained to implement the 21st Century skills by members of the West Virginia Department of Education and had been trained in effectively implementing the new West Virginia 21st Century content standards and objectives (CSOs). The Team observed varied instructional strategies in most classrooms visited. Some teachers' instruction was still mostly direct instruction and worksheets.

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)

Although technology was available, and used by some teachers, no evidence existed of extensive technology use by student logs, student interviews, and Team observation. The Team determined that teachers needed to integrate technology into their instructional delivery.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed logs for all three computer laboratories. The logs showed the laboratories were used extensively by the staff this year (2008-2009). Observations in classrooms verified extensive technology use. The Team observed staff members using smart boards, computers, projectors, broadcast equipment, etc., as an integral part of instruction. The Team observed teachers and students using word processing and power point presentations. The technology integration specialists worked extensively with the staff members on ways to effectively integrate technology into their instruction.

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)

Teachers could not discuss school wide multicultural activities. Few multicultural activities were articulated to the Team.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed three groups of teachers and asked about the school multicultural activities. The teachers readily told the Team about the many activities that had been carried out this year. Many displays throughout the building were of multicultural activities in which students had been involved.

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)

The Team reviewed 47 teacher lesson plans and reported that at least 20 teachers had plans that could not be followed by a substitute. Of the 20 teachers, several did not have plans for each instructional day. Two teachers could not produce any plans.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed teacher lesson plans both in the classrooms and in the principal's office. The teachers' plans were in good order and contained sufficient information for a substitute teacher.

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)

While teachers could discuss whole group WESTEST data analysis, most were not aware of individual student statewide assessment data. WESTEST data of individual students must be known by teachers to adequately address the school's academic needs. Low WESTEST percent of students proficient showed a compelling need for teachers to be knowledgeable of individual student academic needs and teach toward improving those areas.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty had analyzed the WESTEST data and determined the weaknesses for individual students and for the whole classes (Grades 8 and 10). Teachers had been provided this information showing the West Virginia 21st Century content standards and objectives (CSOs) in which students had scored poorly (both as a group and individually). Teachers planned their instruction to address these weaknesses. Grade 9 students who did not achieve mastery level on the Grade 8 WESTEST were scheduled into skills classes at the Grade 9 level to address their individual skill deficiencies. To emphasize the need for math achievement, each teacher had a “problem of the day” for students to solve as they began the class.

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)

The Team observed evidence of smokeless tobacco use in two rest rooms. These rest rooms were near the gymnasium and in the English wing.

FOLLOW-UP REVIEW

COMPLIANCE. The Team checked rest rooms several times during the day and found no evidence of tobacco use. The school had a strict policy of charging students who used tobacco at school with violation of the law. Students are charged and sent to magistrate court and fined when found guilty.

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 Lewis County High School, the Team determined that the principal could benefit from assistance from the central office administration, the West Virginia Department of Education, and RESA VII in school improvement to prevent a further decline in student achievement.

FOLLOW-UP REVIEW

COMPLIANCE. The principal reported that the county office administration, the West Virginia Department of Education, and RESA VII provided assistance. Assistance received included: 1. A Department of Education Special Education Technical Assistance Team assisted in identifying students who scored partial mastery or novice on the WESTEST in reading/language arts and/or mathematics who would most likely gain a score of mastery or better with additional targeted instruction; 2. After-school skills tutoring program; 3. RESA VII provided materials to help with instruction on skill deficiencies; 4. A variety of training – acuity testing, 21st Century skills, Teachers' Academy, etc.; and 5. Monthly administrators meetings with discussions of addressing 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 Lewis County High School in providing a thorough and efficient system of education. Lewis 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 Lewis 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 Team could not verify a unified approach to dealing with mathematics achievement deficiencies. Teachers were unable to address standards-based mathematics use in classrooms. It appeared that teachers were not communicating among themselves concerning the school's educational philosophy related to mathematics instruction. When teachers were questioned about low WESTEST scores, the quality of instruction students received from Robert L. Bland Middle School was cited as one of the reasons.

A more extensive array of the curriculum delivery would be more effective and efficient with the application of varied instructional strategies. Lewis County High School curriculum staff and the principal are strongly urged to ensure that all classrooms concentrate on curriculum delivery that is effective and efficient.

All student data must be communicated to the staff and be utilized in the classroom curriculum. Teachers must be aware of the needs of entire classes and the needs of individual students.

FOLLOW-UP CONCLUSION

Training in the 21st Century skills and effective instructional strategies had improved classroom instruction. A variety of technology was available for teachers and technology integration specialists were available to train teachers in using the equipment and on techniques to use technology for classroom instruction. The Team observed several teachers using technology in their instruction and student learning appeared to be taking place in the classrooms. The school developed a skills improvement class at Grade 9 for students with skill deficiencies in mathematics.

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 Lewis County 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.**

Capacity building needs to be developed for educators at Lewis County High School in strategically addressing the needs of all students based on individual WESTEST results. Directing instruction to the needs of the whole group and not to individual student needs does not allow for maximum results in increasing student achievement.

FOLLOW-UP CONCLUSION

The Lewis County High School staff analyzed data from the WESTEST and had been trained in using the Acuity test to benchmark student achievement. This information was used to instruct students in the Grade 9 skills classes in reading and language arts and to target instruction in the regular classrooms. Each teacher was responsible for using information from WESTEST and Acuity testing to meet the whole class and individual student instructional needs.

The principal and Lewis County curriculum staff will need to continue work on instructional strategies of all teachers.

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 all subgroups, Lewis County High School and Lewis County must implement high yield instructional practices and instruction that will improve students' achievement. Lewis 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

With assistance from the county administration, the West Virginia Department of Education, and RESA VII, the Lewis County High School instructional staff had improved its knowledge of effective instructional strategies and practices and was implementing these strategies and practices in the classrooms. The school master schedule had been changed from the block schedule to the more traditional eight periods a day schedule. This provided the opportunity to offer a skills development class to students in the Grade 9 whose WESTEST scores were below mastery. Staff members improved their instruction through the integration of technology with the assistance of the school technology integration specialists. Teachers had also been trained in the 21st Century skills and were implementing these practices in the classrooms.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
41-501 Lewis County High	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Lewis County High School.