

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

NORTH MARION HIGH SCHOOL

MARION COUNTY SCHOOL SYSTEM

JUNE 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of North Marion High School in Marion County was conducted on April 27, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Michael W. Kessinger

West Virginia Department of Education Team Leader – Ralph Green, Coordinator, Office of Program Services

West Virginia Department of Education Team Leader – Sarah Lyons, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Alta McDaniel, Coordinator, Office of Program Services

TEAM MEMBERS

Name	Title	School/County
Terrence Beam	Elementary School Principal	Panther Creek Elementary Nicholas County
William Chapman	Middle School Principal	Spencer Middle Roane County
Judith Coffman	Director of Instruction	Lewis County
Cindy Daniel	Assistant Superintendent	Kanawha County
Charles Russell	Assistant High School Principal	Moorefield High Hardy County

SCHOOL PERFORMANCE

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

47-503 NORTH MARION HIGH SCHOOL - Needs Improvement

MARION COUNTY
Judd Ashcraft, Principal
Grades 09 – 12
Enrollment 915

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	194	200	197	98.50	65.62	Yes	Yes	✓
White	187	192	189	98.44	66.48	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	87	89	88	98.88	48.83	Yes	Confidence Interval	✓
Spec. Ed.	23	24	23	95.83	22.72	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	194	200	196	98.00	72.25	Yes	Yes	✓
White	187	192	188	97.92	73.36	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	87	89	87	97.75	56.47	Yes	No	✗
Spec. Ed.	23	24	22	91.67	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

**Passed
Graduation Rate = 87.5%**

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	200	194	197	192	98.50	7.81	26.56	43.23	18.75	3.65	65.63

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	200	194	196	191	98.00	3.66	24.08	33.51	30.37	8.38	72.25

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	%	
5	3%	9	5%	51	26%	31	16%	82	42%	9	5%	5	3%	4	2%	196

Note: Ninety-one percent (91%) 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
55.91%	2003-04
57.21%	2002-03
72.24%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

North Marion High School failed to achieve adequately 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 students (SES) in reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting. The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded North Marion High School to Conditional Accreditation status with a May 31, 2006 Date Certain to achieve adequate yearly progress (AYP).

North Marion High School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval. This subgroup may have achievement deficiencies if immediate action is not taken. Additionally, the special education (SE) subgroup with a number (N) less than 50 was far below the State's percent proficient in both mathematics and reading/language arts. The Marion County curriculum staff and school staff are urged to vigorously address these issues.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that North Marion High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.6. **Instruction in writing.** A schoolwide writing program was implemented that required students to write in every class every week. Student writing was edited and returned to the students. Students were familiar with the writing rubric and the expectations for writing. The Team observed writing instruction in the adaptive Physical Education (PE) program with modifications for the students' writing assignments.

- 6.5.1. **Parents and the community are provided information.** Parents were able to access their children's grades, attendance, and assignments using the Think Wave Website. Other information was available to parents and the community on the schools' regular Website.
- 6.5.2. **Codes of Conduct.** Students were well behaved, orderly and courteous in the hallways and commons areas. Students assisted Team members with directions and information about the school.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. SES).

6.1. Curriculum

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

With a few exceptions, a variety of high yield instructional strategies was not evident. Most instruction consisted of lecture, direct instruction, videos, and worksheets. There was a focus on review rather than reteaching.

- 6.1.7. **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)**

Numerous computers were available in classrooms; however, the Team observed limited use of technology. The teachers indicated that many computers were in need of repair. Printers were not working in the computer laboratories. Technical problems were reported in the distance-learning laboratory (Japanese). Students were unaware that virtual school classes were available for courses not offered in the school.

RECOMMENDATIONS

- 6.1.1. **Curriculum based on content standards and objectives.** The Team observed that the Content Standards and Objectives (CSOs) were listed in most lesson plans; however, in some classes the textbook drove the instruction. Lesson plans included only reference to page numbers in the text and the Team could not determine that the CSOs were being taught. The Team recommended that the teachers communicate the CSOs with the students to ensure that they know what is to be learned and accomplished during the lessons.

- 6.1.2. High expectations.** The Team determined through classroom observations and interviews with students and teachers that high expectations were lacking for some students in some classes. The Team had concerns that students were exempt from semester exams if they had a 65 percent average and no more than five absences. The staff and students were not able to articulate the criteria distinguishing honors from regular classes. Students were observed sleeping in several classes. During interviews teachers indicated they did not believe that all students could learn at a high level. Teachers indicated that students should take responsibility and, “It was there if students choose to take advantage of the offer”. A Team member observed a teacher comment to students, “Try to be smarter than you look.” One student’s schedule consisted of three classes that were non-credit courses that included: Office Aide, Teacher Aide, and Tutor. This student only had one credit course. The Team recommended that criteria be developed for honors classes. The Team further recommended that professional development be provided to increase teacher expectations and promote a high level of learning for all students. The Team also recommended that the school reconsider the use of non-credit classes that are offered and encourage students to take more rigorous courses, especially during the senior year.
- 6.2.3. Lesson plans and principal feedback.** The quality of lesson plans varied significantly and the principal feedback was insufficient to bring about significant improvement. One teacher’s lesson plans were not available. The Team recommended that the principal provide specific, constructive feedback in the areas of instructional strategies, types of assessment, reteaching, etc.
- 6.2.4. Data analysis.** The administration compiled a wealth of data and analyzed it for decision-making; however, several teachers were unable to identify students’ skill deficiencies. The Team recommended that a coordinated plan be developed and implemented to ensure that teachers are aware of student assessment data and that schoolwide data drive instruction.

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.

None identified.

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 North Marion High School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880

The Team determined that North Marion High School and Marion County Schools with the assistance of the central office curriculum staff monitoring programs, and providing targeted professional development have the capacity to correct the identified deficiencies and increase student achievement in order to meet adequate yearly progress (AYP).

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.

- 17.1. 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 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*)

None identified.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
47-503 North Marion High	Conditional Accreditation	6.1.5; 6.1.7		
			5.1.1. (SES)	May 31, 2006

Education Performance Audit Summary

The Team identified two (2) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) subgroup and presented four (4) recommendations.

North Marion High School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SES). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide North Marion High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.