

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

JOHN MARSHALL HIGH SCHOOL

MARSHALL COUNTY SCHOOL SYSTEM

MAY 2005

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures For Accountability	6
Education Performance Audit	6
Initiatives For Achieving Adequate Yearly Progress	6
High Quality Standards.....	7
Indicators of Efficiency.....	11
Building Capacity to Correct Deficiencies.....	12
Recommended Resources	12
Identification of Resource Needs	13
Early Detection and Intervention	14
School Accreditation Status	15

INTRODUCTION

An announced Education Performance Audit of John Marshall High School in Marshall County was conducted on March 30, 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 – Monica Beane, Coordinator, Office of Professional Preparation

West Virginia Department of Education Team Leader – John Putnam, Coordinator, Office of Student Assessment

TEAM MEMBERS

Name	Title	School/County
Sandy DeVault	Director	Monongalia County
Diane Mrazcek	Assistant Principal	Morgantown High/Monongalia County
Steve Rodriguez	Principal	Fairview Middle/Marion County
Dave Severt	Assistant Superintendent	Raleigh County
Nelson Spencer	Director	Raleigh County
Clyde Stepp	Principal	Liberty High/Raleigh County
Karen Stiles	Principal	Clay-Battelle High/Monongalia County
Larry Wherry	Principal	Fairview Elementary/Marion County

SCHOOL PERFORMANCE

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

48-502 JOHN MARSHALL HIGH - Needs Improvement

MARSHALL COUNTY

David Takach, Principal

Grades 9 – 12

Enrollment 1413

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	332	340	336	98.82	60.90	Yes	Yes	✓
White	331	338	334	98.82	60.79	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	122	126	123	97.62	48.33	Yes	Confidence Interval	✓
Spec. Ed.	53	53	53	100.00	7.54	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	332	340	335	98.53	69.30	Yes	Confidence Interval	✓
White	331	338	333	98.52	69.20	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	122	126	122	96.83	54.62	Yes	No	✗
Spec. Ed.	53	53	53	100.00	13.20	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 86.8%

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	340	332	336	330	98.82	11.82	27.27	46.06	9.09	5.76	60.91

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	340	332	335	329	98.53	10.94	19.76	34.04	24.62	10.64	69.30

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	%	
12	4%	23	7%	66	21%	64	20%	116	37%	9	3%	9	3%	15	5%	314

Note: Eighty-nine (89%) 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
23.97%	2003-04
33.60%	2002-03
NA	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

John Marshall High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: Economically disadvantaged students (SES) in reading/language arts, and special education students (SE) in mathematics and 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 John Marshall High School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).

John Marshall High School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and in the all students (AS) and racial/ethnicity white students (W) subgroups in reading/language arts only by application of the confidence interval. These subgroups may have achievement deficiencies if immediate action is not taken. Marshall 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 John Marshall High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.3. Learning environment.** Students were well behaved and well mannered. An atmosphere of mutual respect was evident among students and teachers.
- 6.1.4. Instructional strategies.** The art program included a variety of art projects, used technology activities, and applied varied instructional strategies.
- 6.1.11. Guidance and advisement.** The counseling program effectively met the needs of the students by being readily available and provided an awareness of the career majors and the requirements to complete the major.
- 6.5.2. Codes of conduct.** Disciplinary issues were dealt with consistently and in a timely manner.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard

6.1. Curriculum

- 6.1.4. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)

The Team found little evidence of collaboration among the special education teachers and the general education teachers to effectively deliver the students' Individualized Education Programs (IEPs). Students were making more decisions about their need for assistance than the classroom teachers. The Team determined that the IEP modifications were not being implemented in all classes. When asked during an interview, a special education teacher indicated that special education teachers did not deliver content but rather, served as a resource for special needs students. The Team did not observe an adequate level of accountability of the pupil service teachers in the structure of the schedule for special needs students.

- 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)

The Team did not observe 50 percent inquiry, investigation, and experimentation instruction in Coordinated and Thematic Science (CATS) 9 and 10. Instruction observed in CATS 9 and 10 consisted predominately of lecture and worksheets.

- 6.1.6. 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, teacher interviews, and student interviews that writing instruction was being conducted weekly in all subject areas. Students indicated they seldom wrote in science, mathematics, and social studies classes.

- 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)

The Team did not observe the use of technology in all subject areas. When asked during interviews, students indicated that they rarely used technology. Several students had to be given their passwords, which was an indication they rarely used them.

- 6.1.12. 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)

A county multicultural plan had not been implemented.

6.2. Student and School Performance

- 6.2.3. 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)

Lesson plans were sketchy and some teachers appeared to have little regard for lesson plans. The Team did not see evidence that the principal had provided constructive feedback to improve instruction. In consideration of the achievement issues of the economically disadvantaged (SES) and special education (SE) subgroups and the potential achievement issues in the all students (AS) and racial/ethnicity white students (W) subgroups, it is necessary that lessons be prepared to improve student achievement and the administrators review lesson plans and provide feedback to improve instruction in appropriate areas.

6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

Deficiencies noted in the State Fire Marshal report had not been corrected. The Team observed that fire doors in stairways were propped open with wooden blocks.

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

- 6.7.2. 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 2422.5A; Policy 4373; Policy 2515)

Tobacco use by students was evident throughout the building. Heavy smoke and cigarettes were observed in boys' and girls' rest rooms. This violation of the Student Code of Conduct and the policy on tobacco use indicated that administrators and all staff need to review all relevant policies, including the Employee Code of Conduct, and take appropriate action for any violation of the policies.

RECOMMENDATIONS

6.1.1. Curriculum based on content standards and objectives.

The Team could not determine that all the Content Standards and Objectives (CSOs) were taught in Coordinated and Thematic Science 10 (CATS 10). A heavy emphasis was placed on biology rather than chemistry and physics. One teacher had copies of the Instructional Goals and Objectives (IGOs) and indicated that they were the same as the CSOs. The Team recommended that the administrative staff monitor the instruction of the CSOs to ensure that they are taught. Also, the Team recommended that all old IGOs be removed from the school.

6.1.2. High expectations.

Study halls were a poor use of instructional time. The Team observed students sleeping and very few students doing work or studying. The Team recommended that study halls be eliminated so students can be enrolled in more rigorous instructional activities and teachers are more fully utilized to expand the curricular offerings.

6.1.3. Learning environment.

The Team did not find evidence of student incentive programs. In addition, Team members could not determine what subjects were being taught in some classrooms by looking at the physical environment. The Team recommended that student incentives programs be established to motivate students, which might include a Positive Behavior Support program. The Team also recommended that subject appropriate materials be posted in classrooms.

6.2.1. Unified County and School Improvement Plans.

The Team determined through interviews with teachers that they were not familiar with the Unified School Improvement Plan (USIP). The Team recommended that the administration share the USIP with the staff and have copies available for staff use.

6.2.4. Data analysis.

The Team determined that not all teachers were familiar with the data analysis of the statewide assessment. The Team recommended that embedded and sustained staff development be provided in the use of data and that special education teachers be provided the item analysis for special needs students.

6.5.3. Statewide assessment.

The Team recommended that a formative assessment or benchmark assessment program be developed based on the Content Standards and Objectives (CSOs) for all students.

6.5.4. Physical assessment.

The Team recommended that the Unified School Improvement Plan (USIP) be revised to address the low performance on the Presidential Physical Fitness Test (PPFT). It may be necessary to include skill specific instruction in the physical education classes based upon the PPFT.

6.8.1. Leadership.

An assistant principal was primarily responsible for curriculum and instruction. The Team recommended that the principal take a more active leadership role in the areas of curriculum and instruction. The principal must be a mentor and coach for the teaching staff and a leader in school improvement.

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 John Marshall High School in providing a thorough and efficient system of education. Marshall 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 Marshall County or the accreditation status of the schools.

7.1.5. Personnel. The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education policies to determine the degree to which instructional and support services provided to the schools establish and support high quality curriculum and instructional services.

The school and the district should reevaluate the use of study halls to determine if it is the most effective use of staff and instructional time. Students were observed sleeping and doing very little work or studying in the study halls throughout the day. Staff assigned to cover study halls may be more effectively utilized to expand the curricular offerings and increase students' active engagement in the instructional program.

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 John Marshall High School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.4. Instruction.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.6. Instruction in writing.	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
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Healthy Promotions (304) 558-8830
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.4.1. Regulatory agency reviews.	West Virginia Department of Education Office of Facilities (304) 558-2771
6.7.2. Policy implementation.	West Virginia Department of Education Office of Student Services and Healthy Promotions (304) 558-8830

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.

Data indicated that 7.54 percent of the students in the special education subgroup performed at the proficient level in mathematics and 13.20 percent performed at the proficient level in reading/language arts on the WESTEST. With the low percentage of special education students performing at the proficient level the administration and staff should explore other delivery models to ensure that students master the Content Standards and Objectives (CSOs). One option that should be considered is an inclusion model. In addition, the teachers of special education and the administrators should monitor the instruction of special education students to ensure that the students' Individualized Education Programs (IEPs) are being followed and implemented. Particular attention should be given to instructional modifications that are included in the IEPs.

Furthermore, data indicated that potential achievement deficiencies are looming for the all students (AS) and racial/ethnicity white students (W) subgroups in reading/language arts. Marshall County is urged to seek assistance from RESA VI and the West Virginia Department of Education before these subgroups become an achievement issue.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
48-502 John Marshall High	Conditional Accreditation	6.1.4; 6.1.5; 6.1.6; 6.1.7; 6.1.12; 6.2.3; 6.4.1; 6.7.2		
			5.1.1 (SES/SE)	May 31, 2007

Education Performance Audit Summary

The Team identified eight (8) high quality standards – necessary to improve performance and progress to meet the 5.1.1 Achievement – for the economically disadvantaged (SES) and special education (SE) subgroups and presented eight (8) recommendations. Additionally, the Team noted an indicator of efficiency issue and offered an early detection and intervention caution to John Marshall High School and Marshall County.

John Marshall 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/SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide John Marshall High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.