



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

POINT PLEASANT JUNIOR/SENIOR HIGH SCHOOL

MASON COUNTY SCHOOL SYSTEM

FEBRUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Point Pleasant Junior/Senior High School in Mason County was conducted October 27, 2010.

A Follow-up Education Performance Audit of Point Pleasant Junior/Senior High School was conducted December 7, 2011. The purpose of the follow-up review 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.

49 MASON COUNTY

Dr. William Capehart, Superintendent

502 POINT PLEASANT JUNIOR/SENIOR HIGH SCHOOL – Needs Improvement

Bill Cottrill, Principal

Grades 07 - 12

Enrollment 1,193 (2nd month 2008-2009 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	553	577	564	97.74	51.29	Yes	Yes	✓
White	538	561	549	97.86	51.70	Yes	Yes	✓
Black	13	13	12	92.30	25.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	114	117	110	94.01	20.37	No	No	✗
Low SES	286	301	292	97.00	39.92	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	553	577	567	98.26	58.71	Yes	Yes	✓
White	538	561	552	98.39	58.75	Yes	Yes	✓
Black	13	13	12	92.30	50.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	114	117	113	96.58	18.18	Yes	No	✗
Low SES	286	301	295	98.00	47.33	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 85.0%

49 MASON COUNTY
Suzanne Dickens, Superintendent
502 POINT PLEASANT JUNIOR/SENIOR HIGH SCHOOL – Needs Improvement
Bill Cottrill, Principal
Grades 07 - 12
Enrollment 1,196 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	561	586	580	98.97	38.91	Yes	Yes	✓
White	548	570	564	98.94	39.48	Yes	Yes	✓
Black	12	12	12	100.00	16.66	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	98	104	101	97.11	15.78	Yes	No	✗
Low SES	297	316	311	98.41	29.79	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	561	586	580	98.97	37.11	Yes	Yes	✓
White	548	570	564	98.94	37.26	Yes	Yes	✓
Black	12	12	12	100.00	33.33	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	98	104	101	97.11	13.68	Yes	No	✗
Low SES	297	316	311	98.41	27.39	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 86.1%

49 MASON COUNTY
Suzanne Dickens, Superintendent
502 POINT PLEASANT JUNIOR/SENIOR HIGH SCHOOL – Needs Improvement

Bill Cottrill, Principal
Grades 07 - 12
Enrollment 1,214 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	552	577	568	98.44	44.77	Yes	Confidence Interval	✓
White	544	567	558	98.41	45.25	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	83	91	87	95.60	15.00	Yes	No	✗
Low SES	285	300	295	98.33	35.35	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	552	577	568	98.44	44.40	Yes	Confidence Interval	✓
White	544	567	558	98.41	44.50	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	83	91	87	95.60	5.00	Yes	No	✗
Low SES	285	300	296	98.66	33.45	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

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

Needs to Improve
Attendance Rate = 71.7%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Point Pleasant Junior/Senior High School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts for two consecutive years. Point Pleasant Junior/Senior High School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 7 – 53.93 percent in mathematics and 61.78 percent in reading; Grade 8 – 71.21 percent in mathematics and 65.66 percent in reading; Grade 11 – 57.23 percent in mathematics and 60.84 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. Policies and Procedures.
2. Ruby Payne – Understanding Poverty.
3. Teacher Leadership Institute.
4. Data Analysis.
5. Classroom Instructional Strategies.
6. Classroom Management.
7. TechSteps.
8. West Virginia Writes/Writing Roadmap.
9. On-line Individualized Education Program (IEP) Training.
10. Professional Learning Communities.
11. Section 504 and Individualized Education Program (IEP) Modifications.
12. NovaNet.
13. Apangea Math.
14. Success Maker.
15. Acuity.

FOLLOW-UP REVIEW

MET STANDARD. The Team noted that student achievement on the WESTEST2 showed improvement in the all student (AS), racial/ethnicity white (W) and economically disadvantaged (SES) subgroups in mathematics. Achievement in reading/language arts also improved in the AS, W, and SES subgroups. Point Pleasant Junior/Senior High School failed to achieve adequate yearly progress (AYP) for the third consecutive year in the special education (SE) subgroup in

mathematics and reading/language arts. Point Pleasant Junior/Senior High School also failed to achieve AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts. The principal had initiated high quality staff development to increase student achievement.

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 educational opportunities including enrichment and acceleration. (Policy 2510)

One teacher had the GradeQuick information for the class posted on the overhead projector for all students to see. This was a serious breach of student confidentiality.

FOLLOW-UP REVIEW

COMPLIANCE. The Team did not observe violation of student confidentiality. The principal was monitoring this buildingwide throughout the school year.

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)

Revisions to the school's Technology Plan were needed. The principal will need to contact the West Virginia Department of Education, Office of Instructional Technology to correct this issue.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Technology Plan was thoroughly written and approved by the West Virginia Department of Education, Office of Instructional Technology.

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)

There was no written Multicultural Plan at the school. The Team recommended that a comprehensive Multicultural Plan be developed and implemented

FOLLOW-UP REVIEW

COMPLIANCE. A thorough and complete Multicultural Plan was in place and all teachers could discuss the plan in detail.

7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

Over half of the teachers interviewed could not discuss the goals and action steps of the school's Five-Year Strategic Plan. The Five-Year Strategic Plan must be a guiding force behind the school's curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. Teacher interviews revealed that the teachers were aware of the school's goals and action steps, and all teachers could discuss the various classroom activities that were in place to meet these goals.

- 7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

The three guidance counselors were averaging only between 68 and 74 percent of the work day in a direct student counseling relationship. Counselors indicated that paperwork and other duties consumed the remaining counseling time.

FOLLOW-UP REVIEW

COMPLIANCE. The three school guidance counselors were meeting with students on the average of 86 percent of the time. All counselors were meeting with students in excess of 75 percent of the time.

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 Point Pleasant Junior/Senior High School in providing a thorough and efficient system of education. Mason 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 Mason 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 school's Five-Year Strategic Plan was not directing the curriculum delivery of the school. The principal must provide staff development on the school's goals and action plans and how these affect instruction.

FOLLOW-UP CONCLUSION

The school's Five-Year Strategic Plan was in place and all teachers could discuss the goals and how they were working to meet these goals. Further work is needed to increase student achievement, especially in the area of special education. Scores in the special education subgroup remain disturbing, and assistance from the West Virginia Department of Education is severely needed.

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 Point Pleasant Junior/Senior 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.**

Point Pleasant Junior/Senior High School has the capacity to correct the deficiencies identified in this report and improve student performance.

FOLLOW-UP CONCLUSION

While the school had corrected the deficiencies found in the original Education Performance Audit and student achievement had increased in most of the subgroups with a number (N) greater than 50, a great deal of work is needed to increase achievement to acceptable levels. The special education subgroup needs an enhanced and aggressive approach to increasing student achievement.

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.

19.1.10. Specialized instructional areas. The physical education facilities did not have instructional technology equipment and a data projector or 50 inch screen monitor.

FOLLOW-UP CONCLUSION

19.1.10. The physical education facility had a data projector and a 50 inch screen monitor.

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.

It is imperative that the principal continue to monitor and evaluate the classroom curriculum and also monitor the learning environment to guide instruction in the building.

FOLLOW-UP TEAM SUMMARY

Student achievement continued to be an area of concern. While the principal has provided high quality staff development, and the percent of students at the proficiency level increased, results are still not at the high level in student achievement. Assistance from the Mason County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education must be continued to provide programs and practices that will close the achievement gap. The school may also need to examine underlying problematic areas that negatively affect teaching and learning.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-502 Point Pleasant Junior/Senior 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 Point Pleasant Junior/Senior High School.