



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**POINT PLEASANT JUNIOR/SENIOR HIGH SCHOOL**

**MASON COUNTY SCHOOL SYSTEM**

**DECEMBER 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Point Pleasant Junior/Senior High School in Mason County was conducted October 27, 2010. 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 Five-Year Strategic 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 – Allen D. Brock

West Virginia Department of Education Team Leader and Technology – Karen Karr, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader and Technology – Brenda Morris, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Donna Wilkes, Coordinator, Office of Career and Technical Instruction

## TEAM MEMBERS

Name	Title	School/County
April Haught	Middle School Principal	Ritchie County Middle School Ritchie County
Stephen Higgins	CAG	Marion County Schools
William P. Hosaflook	High School Assistant Principal	Ripley High School Jackson County
Anthony M. Jones	Junior/Senior High School Principal	Van Junior/Senior High School Boone County
Todd H. Layhew	Assistant Director	Roane-Jackson Technical Center Roane County
Martina S. Mills	Retired Middle School Assistant Principal	Chapmanville Middle School Logan County
Thomas N. Wood	General Supervisor	Marshall County Schools

## 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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
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%**

POINT PLEASANT JUNIOR/SENIOR HIGH SCHOOL

**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
07	201	192	200	191	99.50	35.08	18.85	21.47	20.42	4.19	46.07
08	210	200	208	198	99.05	52.02	19.19	16.16	10.10	2.53	28.79
11	175	169	172	166	98.29	41.57	15.66	25.30	13.25	4.22	42.77

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	201	192	200	191	99.50	27.23	34.55	24.61	9.95	3.66	38.22
08	210	200	208	198	99.05	33.33	32.32	17.17	14.65	2.53	34.34
11	175	169	172	166	98.29	23.49	37.35	18.67	15.66	4.82	39.16

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

**NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND  
COLLEGE COURSES OFFERED  
2010-2011**

High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Point Pleasant Junior/Senior High	6	8	8

Advanced Placement Courses: AP English Language; AP Calculus; AP Chemistry and Chemistry Lab; AP Physics; AP Biology; and AP Statistics.

Honors Courses: English/Language Arts 9; English/Language Arts 10; World History; US History; 20<sup>th</sup> Century History; Civics; Physical Science; and Biology.

Dual Credit Courses: English 101; English 102; Medical Terminology; College 101; Spanish; Psychology 201; Biology 105; and Business Computer Applications.

**ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)**

Point Pleasant Junior/Senior High	2004-05	2005-06	2006-07	2007-08	2008-09
10 <sup>th</sup> Grade Test Takers (%)	0.0	0.0	0.0	0.5	0.0
11 <sup>th</sup> Grade Test Takers (%)	9.0	22.1	9.5	11.3	10.3
12 <sup>th</sup> Grade Test Takers (%)	4.1	24.2	9.5	11.0	15.1
10 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	0	0	0	0	0
11 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	42	24	44	30	62
12 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	14	11	8	17	3

Source: (AP Test Takers) West Virginia 2008-2009 NCLB Report Card.

Source: Scores of 3 or higher: Provided by School.

The Grade 11 Advanced Placement (AP) test takers increased modestly from 9.0 percent in 2004-2005 to 10.3 percent in 2008-2009 and the percent of Grade 12 test takers increased significantly from 4.1 percent in 2004-2005 to 15.1 percent in 2008-2009.

Grade 11 AP test takers scoring 3 or higher increased from 42 percent in 2004-2005 to 62 percent in 2007-2008.

Grade 12 AP test takers scoring 3 or higher decreased from 14 percent in 2004-2005 to 3 percent in 2008-2009. The Team recommended that the school and county study the trend data for student performance on the AP examination and implement action steps to prepare students for the examination.

<b>ESTIMATED COLLEGE GOING RATE FALL 2009</b>		
	Number of High School Graduates 2008-09	Overall College Going Rate Percentage
State	18,418	61.5%
Mason County	269	59.5%
Point Pleasant Junior/Senior High	176	54.0%

Source: West Virginia College Going Rates By County and High School Fall 2007, West Virginia Higher Education Policy Commission.

Point Pleasant Junior/Senior High School's overall college going rate percentage (54.0 percent) was lower than the Estimated College Going Rate for West Virginia (61.5 percent) and lower than Mason County (59.5 percent). The school should investigate means to improve the college going rate.

<b>HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2009</b>					
	1 <sup>st</sup> Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,311	1,291	15.53%	2,020	24.31%
Mason County	118	18	15.25%	27	22.88%
Point Pleasant Junior/Senior High	77	15	19.48%	22	28.57%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2009 (census).

Point Pleasant Junior/Senior High School's percent of students enrolled in developmental English at 19.48 percent was higher than Mason County (15.25 percent) and the State (15.53 percent). The percent of students in developmental mathematics (28.57 percent) was higher than West Virginia (24.31 percent) and Mason County (22.88 percent).

The staff must challenge students with a rigorous curriculum and integrate 21<sup>st</sup> century learning skills across the curriculum so that students succeed in college level courses.



## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard.

#### 5.1.1. Achievement.

**Pt. Pleasant 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. Pt. Pleasant 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.

## 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.

- 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.

- 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

#### 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.

- 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.

## 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.

### **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.

### **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.

### **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.

## Education Performance Audit Summary

The Team identified five high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.12. Multicultural activities.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Point Pleasant Junior/Senior High School's Education Performance Audit concentrated on the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Point Pleasant Junior/Senior High School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Point Pleasant Junior/Senior High School and Mason County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.