



SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

KEYSER HIGH SCHOOL

MINERAL COUNTY SCHOOL SYSTEM

JULY 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Keyser High School in Mineral County was conducted October 13, 2010.

A Follow-up Education Performance Audit of Keyser High School was conducted November 28, 2011. The purpose of the follow-up review was to verify correction of the finding(s) 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.” Two of the 10 High Quality Standards cited during the October 13, 2010, audit had not been corrected and the State Board issued the school Temporary Accreditation status and a May 1, 2012, Date Certain to correct the remaining findings.

A Second Follow-up Education Performance Audit at Keyser High School occurred May 22, 2012 to check if the remaining deficiencies (7.1.4. Instruction and 7.2.1. County and School electronic strategic improvement plans) had been corrected.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Dr. Gus Penix, Director

Office of Education Performance Audits Team Member – Allen D. Brock, Coordinator

SCHOOL PERFORMANCE

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

53 MINERAL COUNTY

Tilden "Skip" Hackworth, Superintendent

503 KEYSER HIGH SCHOOL – Passed

Charles Wimer, Principal

Grades 09 - 12

Enrollment 791 (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	174	177	172	97.17	70.76	Yes	Yes	✓
White	161	164	159	96.95	72.15	Yes	Yes	✓
Black	11	11	11	100.00	54.54	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	21	22	20	90.90	30.00	NA	NA	NA
Low SES	76	77	74	96.10	64.86	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	174	177	172	97.17	59.64	Yes	Yes	✓
White	161	164	159	96.95	60.75	Yes	Yes	✓
Black	11	11	11	100.00	54.54	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	21	22	20	90.90	25.00	NA	NA	NA
Low SES	76	77	74	96.10	50.00	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 86.8%

53 MINERAL COUNTY
Tilden "Skip" Hackworth, Superintendent
503 KEYSER HIGH SCHOOL – Passed
Charles Wimer, Principal
Grades 09 - 12
Enrollment 751 (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	178	188	181	96.27	50.86	Yes	Yes	✓
White	168	178	172	96.62	51.82	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	22	26	23	88.46	10.00	NA	NA	NA
Low SES	88	93	88	94.62	39.28	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	178	188	182	96.80	19.54	Yes	Confidence Interval	✓
White	168	178	173	97.19	20.00	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	22	26	23	88.46	5.00	NA	NA	NA
Low SES	88	93	89	95.69	11.76	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 82.8%

53 MINERAL COUNTY
Robert E. Woy, Superintendent
503 KEYSER HIGH SCHOOL – Passed
Charles F. Wimer, Principal
Grades 09 - 12
Enrollment 697 (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	177	186	182	97.84	52.57	Yes	Yes	✓
White	170	178	174	97.75	51.78	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	35	33	94.28	13.33	NA	NA	NA
Low SES	76	84	82	97.61	33.33	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	177	186	181	97.31	48.27	Yes	Yes	✓
White	170	178	173	97.19	48.50	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	35	33	94.28	10.00	NA	NA	NA
Low SES	76	84	81	96.42	32.43	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 81.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

This is the 1st year that Keyser High School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup below AYP was the economically disadvantaged (SES) subgroup in reading/language arts. Keyser High School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts 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 11 – 49.14 percent in mathematics and 80.46 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. Project-Based Learning.
2. Mentoring and Drop-Out Prevention.
3. WESTEST2 Analysis.
4. Differentiation in the Classroom.
5. EdLine.
6. Building Professional Learning Communities.
7. Acuity.
8. Rachel's Challenge.
9. Rigor and Relevance Training.

FOLLOW-UP REVIEW

MET STANDARD. Keyser High School achieved adequate yearly progress (AYP) in all areas. AYP was achieved in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. The principal and staff are strongly urged to continue to investigate and implement high quality, research based staff development to aid in this area.

SECOND FOLLOW-UP REVIEW

STANDARD MET. Work had continued from the time of the first Follow-up Education Performance Audit to prepare students for the WESTEST2. There was an overall positive attitude buildingwide in relation to the outcome of the WESTEST2.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.4. Instruction.** Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Science was not being instructed with 50 percent minimum hands-on investigation and experimentation in all classes. Science instruction mostly involved textbooks and worksheets. West Virginia Board of Education Policy 2520.35 – *21st Century Science 9-12 Content Standards and Objectives for West Virginia Schools*, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.” Teachers gave varying answers to the degree of hands-on science activities.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Six science teachers were interviewed and all reported that active inquiry, investigation, and hands on activities comprised anywhere between 32 and 45 percent of the overall class time. A lack of materials, loss of collaborative teachers, inordinate amounts of testing, and a need to have textbook driven lessons were given as reasons for the percentage not being higher.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Five of the six science teachers stated that active inquiry, investigation, and hands on activities exceeded 50 percent of overall class time. Numerous examples of activities were provided as evidence of this percentage. The sixth science teacher was absent during the day of the Second Follow-up Education Performance Audit.

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.

At least half the teachers could not discuss the goals and action steps of the school's Five-Year Strategic Plan or how they were addressing them in their classes. A common understanding of the basis of the strategic plan was lacking. The principal must provide staff development on the goals and action steps of the plan and how these goals are to be implemented into the classroom curriculum.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Less than ten teachers could discuss any of the goals and action steps contained in the school's Five-Year Strategic Plan. The principal must continue to educate teachers about the contents of the plan and ensure that the curriculum in each class has a foundation in the plan.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed were aware of the goals and action steps included in the school's Five-Year Strategic Plan. Teachers could discuss the various activities in their classrooms to meet the goals.

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 Keyser High School in providing a thorough and efficient system of education. Mineral 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 Mineral 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 combination of a lack of high expectations for all students, lack of varied instructional strategies, inadequate use of data analysis, and the school's Five-Year Strategic Plan not guiding the curriculum was extremely detrimental to student performance. These audit deficiencies, in conjunction with the declining student achievement, should create a sense of urgency for attention to the issues identified in this report. The administration must actively and aggressively pursue and implement high quality, research-based practices to address the overall curriculum effectiveness.

FOLLOW-UP CONCLUSION

The principal had spearheaded initiatives to increase student achievement and to correct the deficiencies found in the original Education Performance Audit. The Team observed high quality curriculum, teacher and administrative leadership, and a thorough knowledge of data analysis. The school is strongly urged to continue these pursuits and to continue to solicit assistance from the Mineral County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education in these endeavors.

SECOND FOLLOW-UP CONCLUSION

The entire staff had worked together to correct the two remaining deficiencies from the original Education Performance Audit. It was reported that the staff worked more as a cohesive unit since the original visit and staff had high expectations for further increases in student achievement.

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 Keyser 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.**

The school's capacity to correct the deficiencies found is highly questionable. Given the high number and quality of deficiencies, the Team recommended that the Mineral County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education provide assistance in correcting the deficiencies.

The Team recommended that the Mineral County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

Capacity to correct the deficiencies was demonstrated and student achievement increased. The remaining deficiencies will need to be corrected and the Team believed that the school can accomplish this goal if educators continue to challenge themselves and the students. The principal must continue to solicit assistance to accomplish this task.

SECOND FOLLOW-UP CONCLUSION

Keyser High School demonstrated the capacity to correct the deficiencies found in the original Education Performance Audit.

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.

- 19.1.5. Library/media and technology center.** Automated circulation capacity and copying equipment were not available.
- 19.1.6. Grades 9 through 12 computer laboratory.** Adequate work stations (20) were not provided and student to computer ratio was not 3:1 schoolwide.
- 19.1.10. Specialized instructional areas.** The art facility did not have display facilities. The music facilities did not have music chairs with folding arms. The physical education facility did not have a display case.
- 19.1.11. Grades 6-12 science facilities.** All science classrooms did not have a first aid kit.
- 19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities were not available.
- 19.1.13. Grades 7-12 school site vocational.** Calculators were not available.

- 19.1.14. Food service.** The food service facilities did not have instructional boards, bulletin boards, or chairs.

FOLLOW-UP CONCLUSION

- 19.1.5. All items were now available.
- 19.1.6. While the school remained below the required 2:1 ratio, 39 new computers had been added to the school with more to be added in the future.
- 19.1.10. The art facility now has a display facility. The music facility has access to music chairs with folding arms. The physical education facility has a display case.
- 19.1.11. All science facilities now have a first aid kit.
- 19.1.12. This item remained the same as in the original Education Performance Audit.
- 19.1.13. All students have access to calculators.
- 19.1.14. Instructional boards, bulletin boards, and chairs were now in place.

SECOND FOLLOW-UP CONCLUSION

- 19.1.12. Broadcasting capabilities were available.**

All original areas in the original Education Performance Audit had been corrected.

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.

Keyser High School is likely to maintain the course of its current performance levels if it does not receive continuous and sustained support from State education agencies.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

Keyser High School and Mineral County took strong steps to correct the deficiencies found in the original Education Performance Audit and the Team observed dramatic improvements. The school was well managed, students and staff reported that they felt safe and secure, and student achievement had increased.

SECOND FOLLOW-UP TEAM SUMMARY

All of the original deficiencies had been corrected and staff reported that expectations were high that student achievement will increase on the 2012 WESTEST2. A positive educational atmosphere was presented and all staff continued to provide high quality instruction and high expectations for all students.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
53-503 Keyser High	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education issue Full Accreditation status to Keyser High School.