

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

PAW PAW HIGH SCHOOL

MORGAN COUNTY SCHOOL SYSTEM

JANUARY 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced (five days in advance) Education Performance Audit of Paw Paw High School in Morgan County was conducted on November 28, 2006. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was because the school had not been reviewed for at least three years 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 regarding performance and progress. The Team also checked the recommendations of the West Virginia Department of Education Office of Healthy Schools to determine progress of the school with these areas. Additionally, the Team reviewed parent complaints and their other documents that had been submitted to the Superintendent of Morgan County Schools as well as a member of the West Virginia Board of Education.

The Education Performance Audit Team reviewed the Five-Year Strategic Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Pamela Hoppe, Coordinator, Office of Information Systems

TEAM MEMBERS

Name	Title	School/County
Elizabeth Greenfield	Middle School Assistant Principal	Hedgesville Middle School Berkeley County
Thomas Wood	High School Assistant Principal	John Marshall High School Marshall County

SCHOOL PERFORMANCE

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

58 MORGAN COUNTY
David Temple, Superintendent
502 PAW PAW HIGH SCHOOL – Passed
Michelle Fleming, Principal
Grades 07 - 12
Enrollment 97

WESTEST 2005-2006

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	46	47	47	100.00	58.69	Yes	Yes	✓
White	44	45	45	100.00	56.81	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	23	24	24	100.00	56.52	NA	NA	NA
Spec. Ed.	13	14	14	100.00	15.38	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	46	47	47	100.00	65.21	Yes	Averaging	✓
White	44	45	45	100.00	63.63	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	23	24	24	100.00	60.86	NA	NA	NA
Spec. Ed.	13	14	14	100.00	15.38	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 100.0%

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	19	18	19	18	100.00	22.22	27.78	44.44	5.56	0.00	50.00
08	12	12	12	12	100.00	0.00	25.00	58.33	16.67	0.00	75.00
10	16	16	16	16	100.00	6.25	37.50	37.50	18.75	0.00	56.25

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	19	18	19	18	100.00	5.56	44.44	33.33	16.67	0.00	50.00
08	12	12	12	12	100.00	0.00	16.67	50.00	16.67	16.67	83.33
10	16	16	16	16	100.00	6.25	25.00	25.00	31.25	12.50	68.75

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

Other Relevant Performance Data

2005-2006 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	20647	6	15	54	21	3	1	75	25
MORGAN COUNTY	196	3	12	60	20	5	1	74	26
PAW PAW HIGH	19	0	0	42	37	21	0	42	58

**2005-2006 Writing Assessment
Distribution of Performance Across All Performance Levels
Grade 10**

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	19235	0	21	52	17	3	1	74	21
MORGAN COUNTY	172	3	18	57	19	2	0	78	22
PAW PAW HIGH	16	6	31	56	6	0	0	94	6

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Paw Paw High School did not have a number (N) of at least 50 in any of the individual cells. Given the achievement levels of the students enrolled, the school did not have the minimum percentages required to achieve Adequate Yearly Progress (AYP). Scores in all cells declined from the 2004-2005 school year to the 2005-2006 school year by a considerable amount. A severe decrease in test scores occurred in the special education (SE) subgroup. Scores in the SE subgroup in mathematics went from 45.55 percent to 15.38 percent; scores in the SE subgroup in reading/language arts went from 72.72 percent to 15.38 percent.

Adequate yearly progress (AYP) information by class indicated scores below mastery in both mathematics and reading: Grade 7 – 50.00 percent in mathematics and 50.00 percent in reading; Grade 8 – 25.00 percent in mathematics; Grade 10 – 43.95 percent in mathematics and 31.25 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

A review of the 2005-2006 West Virginia Statewide Writing Assessment data revealed that Grade 7 students had 58 percent of the students below mastery as compared to 25 percent for the State and 26 percent for Morgan County. It is imperative that the school develop a rubric to address these low scores. The failure of having writing occur in all classes on a weekly basis and a lack of a schoolwide writing rubric to address the West Virginia Statewide Writing Assessment is directly related to these low scores. Although the Grade 7 writing scores were low, the Grade 10 scores were outstanding with 94 percent of students scoring at mastery or above.

The following professional development and/or training opportunities were provided by the West Virginia Department of Education, RESA VIII, county and/or school.

1. 21st Century Learners.
2. Title I Reading Strategies.
3. ACT PLAN/EXPLORE.
4. Co-Teaching.
5. WESTEST.
6. Strategic Planning.
7. Formative/Summative Assessment.
8. Reading Academy.
9. Thinking Maps.
10. Building Champions.
11. Focus on Standards.
12. The Power of Two.

13. 21st Century Technology.
14. Confidentiality.
15. Student Assistance Teams.
16. Evaluation Process.
17. Employee Code of Conduct.
18. Pacing Guides.
19. Data Analysis.
20. Differentiated Instruction.
21. Writing Roadmap.
22. Thinking Map.
23. Writing Across the Curriculum.
24. PLATO.

Note: The principal reported the listed professional development/training opportunities. However, the Team report does not show that the strategies and programs from the training have been implemented. This has implications for targeted, on-going, and sustained professional development that is applied consistently by the entire staff.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.3. Learning environment. The school was clean and well-maintained and student work was posted throughout the building.

The student body was helpful and courteous to the Team members. When interviewed, the students stated that they were proud of their school and felt that teachers were readily available for help.

6.5.1. Parents and the community are provided information. In order to keep parents informed of student progress and achievement, the school developed “Test Talk Night” in which parents were informed about the test data and their own individual students’ progress.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to continue to achieve Adequate Yearly Progress (AYP).

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)

The Team observed that the majority of instruction in the classes was teacher directed instead of engaging students in active learning experiences. Methods such as lecture, handouts, and guided discussions were overly utilized in many classrooms. It is imperative that all teachers vary the instructional delivery methods to ensure that all students stay interested and on task throughout the entire class period.

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. This had a direct impact on the poor scores on the West Virginia Writing Assessment test for Grade 7 students. Although professional development opportunities were reported in “Writing Roadmap” and “Writing Across the Curriculum,” the Team did not observe implementation of instruction in writing.

6.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

The Team found that teachers were giving students materials lists for students to purchase at local stores. This is inconsistent with a free and appropriate public education provided by West Virginia Code. The county is urged to check practices at all schools within the county to assure that students are not required to purchase materials that should be provided by the county and/or school. This practice must cease in future school years. All schools have resources provided by the Legislature, such as Faculty Senate funds and Step VII funds to provide these materials.

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)

While several lesson plans were complete and thorough, many others were incomplete and a substitute teacher would have great difficulty continuing the lessons. More detail needed to be included to indicate the complete planning of the periods as many of the plans had only enough material for a fraction of the class.

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 of West Virginia, 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)

All entrance and doors were not locked as recommended by the West Virginia Department of Education, Office of Healthy Schools inspection team.

The Team reviewed the recommendations of the West Virginia Department of Education Office of Healthy Schools regarding school security. The original recommendations are listed as presented by the WVDE with the Education Performance Audit Teams' findings below each recommendation.

1. Install security cameras at all school hallway entrance/exits with monitors in the office.

Security cameras had been installed the week before the audit and the process was expected to be completed within the next two to three weeks.

2. Install a buzz-in lock system on entrance/exits other than the main entrance.

A committee had been established and met, yet a definite decision had not been made on installing buzzers or scan locks on outside doors. The county superintendent stated that the Morgan County Blueprint for School Safety contains this as Phase II to occur between now and April 1, 2007. The lack of a specific lock-system plan seems to imply that the installation of a system will be closer to April 2007.

3. Replace all exterior classrooms doors with exit only doors that remain locked from the outside.

All exterior main doors were not locked from the outside. The superintendent stated that a program is in place to replace doors and the county is accepting bids now.

4. Revitalize a peer mediation or Natural Helper process and integrate it with the work that is being done by Clinical Social Worker, Gary McDaniel.

The county attendance official has trained students on the Natural Helpers process.

5. Train all staff in consistent use of school discipline system. Newer staff members may need monitoring.

The superintendent indicated that all staff had been trained. The Team noted that during the review staff demonstrated professional behavior in all areas. No reports were made regarding inconsistent discipline.

6. Continue to work on parent communications and involve parents in safe schools planning processes.

The superintendent stated that the entire staff was trained last year and parent training was also conducted.

Summary

The original complaints were dealt with by the county immediately after they were presented last school year. The Clinical Social Worker continues to work with students in a preventive behavioral approach. According to school staff, the superintendent, and the clinical social worker, this year has been uneventful.

Issues related to staff have been resolved as the teacher(s) is/are no longer at this school.

The Safe Schools recommendations have received cursory attention, yet remain the same as noted in the June 6, 2006 West Virginia Department of Education School Site Visit Report.

RECOMMENDATIONS

- 6.1.3. Learning environment.** The fans in the rooms were not in the “ON” position. The Team recommended that the fans be in the “ON” position in order to bring in fresh air while students and staff are present. Tests have shown that increasing the oxygen levels and lowering the carbon dioxide levels helps facilitate student achievement.
- 6.1.4. Instruction.** Special education co-teachers and regular education teachers did not have a common planning time. The Team recommended that the schedule be revisited to provide regular common planning opportunities between special education co-teachers and regular classroom teachers.
- 6.1.7. Library/educational technology access and technology application.** Computers throughout the classrooms needed to be upgraded. The computers were being used; however, many of them were outdated and functioned improperly. The Team recommended that the computers be upgraded throughout the school with the assistance of the central office and RESA VIII and the administration investigate means to purchase additional technology equipment. The Team also recommended that the school keep up-to-date records of technology usage throughout the building.

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

7.1.1. 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 high school curriculum is severely limited to the core requirements of Policy 2510. Advanced classes that include honors, Advanced Placement, and dual credit courses were not available. The school and county are unable to provide a curriculum for the 21st Century Learning Skills in a school with a small enrollment.

7.1.3. Facilities. Schools are operated efficiently, economically, and without waste or duplication, and the number and location of schools efficiently serves the student population. (W. Va. Code §18-9D-15 and §18-9D-16 (d))

The administrative offices were located in the elementary school. This arrangement impedes administrative services to the high school where the presence and availability of a principal, assistant principal, and counselor are generally in high demand.

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.

While the basic classes were available to the students, the school did not have the staff to teach the honors classes or Advanced Placement classes that were needed by the students. The school should investigate means and methods to provide students a variety of the higher level classes to help students to achieve in post-secondary levels.

With the small student enrollment in grades 7 through 12 of 97 students, Morgan County is hard pressed to provide the personnel to teach these courses. Furthermore, all teachers have six different preparations to provide the required core electives. Morgan County and Paw Paw High School are severely limited in providing an effective and efficient curriculum.

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 Paw Paw 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 Instruction (304) 558-6320
6.1.6. Instruction in writing.	West Virginia Department of Education Office of Instruction (304) 558-6320
6.1.8. Instructional materials.	West Virginia Department of Education Office of Legal Services (304) 558-3667
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instruction (304) 558-6320
6.4.1. Regulatory agency reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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.

Capacity building is an issue for the Morgan County School District with a 20 percent turnover in staff from last year. While the staff at Paw Paw High School is dedicated, factors such as small enrollment, the struggle to provide all required classes, and limited technology seems to keep the school from operating within the needs of the 21st Century Learning Skills.

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*)

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.

- 17.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 17.1.10. Specialized instructional areas.** The art facility was not of adequate size and did not have 2 deep sinks, mechanical ventilation, a ceramic kiln, or black-out areas.
- 17.1.11. Grades 6-12 science facilities.** The science facilities were not of adequate size. Fire extinguishers, blankets, and emergency showers were not available.
- 17.1.12. Grades 7-12 auditorium/stage.** A middle school stage of adequate size was not available. The high school auditorium was not of adequate size, did not have space for an orchestra, and was not acoustically treated. The high school stage was not of adequate size.
- 17.1.15. Health service units.** The health services unit was not of adequate size.

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.

Paw Paw High School must continue to investigate and implement high quality programs and practices to ensure student achievement. The school had no cell sizes greater than 50 students; however, given the current numbers the school does not have the required percentage of students in any of the cells to achieve AYP. Student scores on the WESTEST dropped dramatically from the 2004-2005 school year to the 205-2006 school year, and the school must reverse this trend through the implementation of high quality programs and practices. The school must pursue assistance from the Morgan County central office, RESA VIII, and the West Virginia Department of Education to improve the curriculum and instruction for students.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
58-502 Paw Paw High	Exemplary Accreditation	6.1.5; 6.1.6; 6.1.8; 6.2.3; 6.4.1		

Education Performance Audit Summary

The Team identified five high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team also presented two school initiatives for achieving adequate yearly progress (AYP), and three recommendations. In addition, the Team noted an indicator of efficiency, offered capacity building resources and noted an early detection and intervention recommendation. The Team submits this draft report to guide Paw Paw High School and Morgan County in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.