



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROANE COUNTY HIGH SCHOOL

ROANE COUNTY SCHOOL SYSTEM

MAY 2012

WEST VIRGINIA BOARD OF EDUCATION

Office of Education Performance Audits

INTRODUCTION

An announced Education Performance Audit of Roane County High School in Roane County was conducted April 1, 2010.

A Follow-up Education Performance Audit of Roane County High School was conducted February 14, 2012. 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.

79 ROANE COUNTY

Stephen F. Goffreda, Superintendent

503 ROANE COUNTY HIGH SCHOOL – Passed

David Tupper, Principal

Grades 09 - 12

Enrollment 747 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	172	178	171	96.06	60.84	Yes	Confidence Interval	✓
White	169	175	168	96.00	60.73	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	84	89	86	96.62	60.97	Yes	Confidence Interval	✓
Spec. Ed.	27	28	25	89.28	12.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	172	178	169	94.94	69.51	Yes	Confidence Interval	✓
White	169	175	166	94.85	68.94	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	84	89	85	95.50	60.49	Yes	Safe Harbors	✓
Spec. Ed.	27	28	26	92.85	12.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 84.8%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
503 ROANE COUNTY HIGH SCHOOL – Passed
David Tupper, Principal
Grades 09 - 12
Enrollment 723 (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	159	165	163	98.78	48.40	Yes	Yes	✓
White	155	161	159	98.75	47.71	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	79	83	81	97.59	38.96	Yes	Confidence Interval	✓
Spec. Ed.	26	27	25	92.59	16.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	159	165	163	98.78	42.03	Yes	Confidence Interval	✓
White	155	161	159	98.75	41.83	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	79	83	81	97.59	35.06	Yes	Confidence Interval	✓
Spec. Ed.	26	27	25	92.59	0.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 82.7%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
503 ROANE COUNTY HIGH SCHOOL – Passed
David Tupper, Principal
Grades 09 - 12
Enrollment 691 (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	145	152	146	96.05	36.69	Yes	Yes	✓
White	140	147	141	95.91	35.82	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	27	27	100.00	0.00	NA	NA	NA
Low SES	80	86	82	95.34	25.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	145	152	147	96.71	27.14	Yes	Confidence Interval	✓
White	140	147	142	96.59	26.66	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	27	27	100.00	0.00	NA	NA	NA
Low SES	80	86	83	96.51	15.58	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 85.9%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
503 ROANE COUNTY HIGH SCHOOL – Needs Improvement

David Tupper, Principal
Grades 09 - 12
Enrollment 705 (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	142	147	138	93.87	38.23	By Average	Confidence Interval	✓
White	138	143	134	93.70	37.87	By Average	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	23	24	21	87.50	9.52	NA	NA	NA
Low SES	67	72	63	87.50	31.14	No	Confidence Interval	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	142	147	140	95.23	47.10	Yes	Yes	✓
White	138	143	136	95.10	47.01	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	23	24	23	95.83	8.69	NA	NA	NA
Low SES	67	72	66	91.66	39.06	By Average	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

Needs to Improve
Graduation Rate = 76.8%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Roane County High School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in reading/language arts, and in the SES subgroup in mathematics only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts with 0.0 percent in reading/language arts. 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 in both mathematics and reading/language arts: Grade 11 – 51.59 percent in mathematics and 57.96 percent in reading/language arts. 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. Whiteboard Training.
2. Team Building.
3. Policy 5310: *Performance Evaluation of School Personnel*.
4. WESTEST 2 Data Analysis.
5. Project Based Learning.
6. Modifications to General Education Curriculum.
7. Odyssey.
8. Respect and Protect.
9. WVEIS Web.
10. ACT-PLAN Training.
11. Effective Schools.
12. Understanding Poverty.
13. Lexiles.
14. School Culture.
15. Mathematics Curriculum Maps.
16. Edline.
17. Improving Student Achievement.
18. Standards Based Instruction.

FOLLOW-UP REVIEW

ACHIEVED STANDARD. Roane County High School made gains in all subgroups in mathematics and reading/language arts from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2. Mathematics gained included: All students (AS) (+1.54 percent), racial/ethnicity white (W) (+2.05 percent), and economically disadvantaged (SES) (+6.14 percent). Increases in reading/language arts included: AS (+19.96 percent), W (+20.35 percent), and SES (+23.48 percent).

This is the 1st year that Roane County High School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Roane County High School failed to achieve AYP in the SES subgroup in mathematics. Roane County High School failed to meet the Participation Rate Standard in the SES subgroup in mathematics. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance.

5.1.4. Graduation rate.

FOLLOW-UP REVIEW

The Team noted the graduation rate declined from 85.89 percent in 2009-10 to 76.80 percent in 2010-11. This rate is below the minimum graduation rate of 90 percent required by federal No Child Left Behind regulations. The statement below explains the new federal requirement regarding the 4-Year Adjusted Cohort Graduation Rate calculation. The 2011 graduation rate of 76.80 percent will serve as Roane County's baseline graduation rate for the new adjusted cohort graduation calculation in place in West Virginia.

4-Year Adjusted Cohort Graduation Rate. Beginning in School Year 2010–2011, states are required to report a uniform, comparable, and accurate graduation rate known as a “four-year adjusted cohort rate,” which measures the percent of students in a ninth grade cohort that graduate with a regular diploma in four years or less. This rate also must be used for determining AYP beginning in 2011–2012. The regulations require states to report and use a “four-year adjusted cohort graduation rate”.

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)

There were many instances of teachers not teaching bell to bell. Teachers in at least 12 classes did not keep students on task for at least 10 minutes of the instructional period. Most instances occurred either at the beginning of the period or at the end, but there were instances in the middle of the period of lost instructional time.

FOLLOW-UP REVIEW

COMPLIANCE. A check of classes at the beginning and end of the class periods revealed that all teachers were teaching bell to bell on the day of the Follow-up Education Performance Audit. Roane County High School had moved from the block schedule to a nine period day since the original Education Performance Audit. The principal and assistant principal monitored instruction and student engagement regularly and reported that there was very little lost instructional time.

7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

Many students stated that teachers had their “favorite” students and that there were “less than professional” relationships between some teachers and students. Some teachers permitted students to call them by their last name only. These practices, or their perception, had a negative effect on the learning environment and needed to be addressed immediately.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed numerous students and found that students were content with the learning environment and reported that all teachers treated all students equally and fairly. Events of unprofessional behavior were neither observed nor reported.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Several classes took rest room breaks during the 90 minute block classes. This dropped the classes below the 8100 required minutes and did not exhibit high expectations for students. This practice interrupted the continuity of instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The adjustment from the block schedule to the nine period day eliminated the causes of interrupted instructional time.

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.

A review of the school's Five-Year Strategic Plan by the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, revealed weaknesses in the school's plan. The school must contact the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, to discuss the areas of weakness and develop a plan to address the methods of correction.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Five-Year Strategic Plan was complete and thorough and met the school's needs. The plan was reviewed by the West Virginia Department of Education, Office of School Improvement.

7.7. Safe, Drug-Free, Violence Free, and Disciplined Schools

- 7.7.2. 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 4373; Policy 2515)

Tobacco use was evident in the rest rooms throughout the building. Smokeless tobacco was the type mostly observed.

FOLLOW-UP REVIEW

COMPLIANCE. No tobacco use was observed throughout the day of the Follow-up Education Performance Audit. Minimal numbers of tobacco use incidents were reported to have occurred this school year.

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 Roane County High School in providing a thorough and efficient system of education. Roane 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 Roane 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.

Effective use of classroom time was of great concern. All teachers must challenge students and provide high quality instruction to increase student achievement. The principal and county curriculum director may need to investigate and implement staff development on teaching on the block schedule.

FOLLOW-UP CONCLUSION

Roane County High School is no longer on the block schedule. Teachers reported that instructional time was lost while the block was in place; however, teachers and administrators indicated that the shorter class periods did not allow for lost instructional time. The Team observed all students on task in all classes throughout the day of the Follow-up Education Performance Audit.

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 Roane County 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 Team believed that the culture and practices at Roane County High School and Roane County will need to change to develop the capacity to correct the deficiencies found at the school. The principal should continue to solicit and implement assistance from the Roane County central office, RESA 5, and the West Virginia Department of Education in correcting the issues.

The Team recommended that the Roane 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

The principal and assistant principal had been in their current position for less than two months as of the date of the Follow-up Education Performance Audit. A majority of teachers and students reported that the environment of the school was positive and that they were optimistic that the new administrators would foster that atmosphere. It was widely reported that tensions in the building were very low and that educational initiatives were getting stronger buildingwide.

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.** Electronic card catalogs and automated circulation capacity were not provided.
- 19.1.8. Grades 1-12 classrooms.** Storage was not adequate in all classrooms.
- 19.1.10. Specialized instructional areas.** The music facility did not have music chairs with folding arms or acoustical treatment.
- 19.1.11. Grades 6-12 science facilities.** The science facilities did not have darkening provisions.
- 19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities were not provided.
- 19.1.13. Grades 7-12 school site vocational.** Calculators and a display and map rail were not available.

FOLLOW-UP CONCLUSION

19.1.8. Additional storage was provided in all classrooms.

All other facility resource needs remained as previously 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.

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

FOLLOW-UP TEAM SUMMARY

Roane County High School had received assistance from the West Virginia Department of Education, Office of School Improvement, to correct the deficiencies found in the original Education Performance Audit.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
79-503 Roane County 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 Roane County High School.