



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROANE COUNTY HIGH SCHOOL

ROANE COUNTY SCHOOL SYSTEM

MAY 2010

WEST VIRGINIA BOARD OF EDUCATION

Office of Education Performance Audits

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INTRODUCTION

An announced Education Performance Audit of Roane County High School in Roane County was conducted April 1, 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 at the county level 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 concentrated on the decline in the WESTEST 2 percent proficient.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator
West Virginia Department of Education Team Leader and Technology – Sarah Lyons,
Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
John K. Bond	High School Principal	Wahama High School Mason County
Sharon A. Carroll	Middle School Assistant Principal	Ravenswood Middle School Jackson County
Timothy S. Derico	High School Principal	Lewis County High School Lewis County
Carter A. Hillman	High School Principal	Richwood High School Nicholas County
Ernest J. Jarvis	Middle School Principal	Summersville Junior High School Nicholas County
Margaret F. Shank	Elementary School Principal	New Martinsville School Wetzel County

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 2007-08 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 2008-09 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%

ROANE COUNTY 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
11	165	159	163	157	98.79	16.56	35.03	37.58	7.64	3.18	48.41

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	165	159	163	157	98.79	12.10	45.86	32.48	8.92	0.64	42.04

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

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2009-2010			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Roane County High	4 (3 taught)	8	1

AP Courses Offered: AP Calculus, AP Chemistry, AP Biology, and AP Literature (no students enrolled for this course).

Honors Courses Offered: Honors English 9, 10, and 11; World History, US History to 1900, 20th/21st Century History, Geometry, Algebra II.

College Credit Course Offered: Advanced Communications.

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)				
Roane County High	2004-05	2005-06	2006-07	2007-08
10 th Grade Test Takers (%)	0.0	0.0	0.0	0.0
11 th Grade Test Takers (%)	0.0	0.0	0.0	0.0
12 th Grade Test Takers (%)	1.4	9.5	8.8	1.8
10 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0
11 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0
12 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0

The number of students taking the advanced placement (AP) test and the percent of students that scored 3 or higher were dismally low. The school needed to implement high quality programs and practices to increase the number of AP test takers and the percentage of students scoring 3 or higher.

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate Percentage
State	17,914	57.5%
Roane County	182	48.4%
Roane County High	182	48.4%

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

Roane County High School had a significantly lower college going rate than the State. Programs and practices must be investigated and implemented to increase the number of students who attend post secondary education.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2008					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,073	1,275	15.79%	2,224	27.55%
Roane County	59	16	27.12%	26	44.07%
Roane County High	59	16	27.12%	26	44.07%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2008 (census).

Roane County High School had a significantly higher percentage of students enrolled in developmental English and developmental mathematics than the State. High quality, research based programs and practices must be implemented to prepare students for college level courses.

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.

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.

- 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.

- 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.

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.

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.

Exemplary Programs & Practices

7.1.9. Programs of study.

Title: Animal Processing Curriculum

Description of Program

The animal processing program and facility at Roane County High School is one of ten such programs in West Virginia. The Roane County program trains students to become meat cutters and food service persons prepared to enter the workforce in job entry positions.

Students in the program are trained in all aspects of processing meat. Students process wild and domestic animals, such as, beef, pork, lamb, and goat. All students are trained in safety, equipment use, State regulations, processing steps, and laboratory sanitation.

The need for this curriculum came from two sources.

- Forty-eight percent of Roane County High School graduating seniors go on for post-secondary education and the remaining students seek entry directly into the workforce. The county and school assessed the need to train students in an occupation that would allow them to move directly into a higher paying job in any area.
- Roane County is a rural county with a large percentage of residents producing or providing much of their own food, including meat products. There were no meat processing facilities in the county. Individuals needing processing transported their animals 30 miles to Jackson County, 65 miles to Lewis County, or 87 miles to Cabell County.

Summary of Results

- Fourteen students were trained in fall 2009, 13 passed the End of Course Exam for Graduate Early Earn a Diploma (EDGE) Credit.
- Each class year students have processed over ten tons of meats, from both wild and domestic animals, according to customer wants and needs.
- Students add major value to meat products by producing thousands of pounds of breakfast sausage, Italian sausage, jerky, and ready to cook patties.
- Over 1,000 community residents have had their animals processed through the program. This has proven to be a great way to produce positive school-community relations.
- One student is pursuing a four year college degree in Agri-Business Management. When the college compared the high school curriculum to the similar courses on campus, the student received six hours of food science undergraduate credit.

- Currently, a senior has purchased his own commercial processing equipment as a result of completing the program last year.
- During the past four years, many students have been trained in meat cutting and processing with some students obtaining employment as a meat cutter in grocery stores.
- One student graduated and was hired as a meat cutter the next week for a Foodliner store in Arkansas.
- One student was hired while still in the program and after graduation continued employment as a meat cutter and assistant meat room manager at a More for Less grocery store.
- One student is paying for his college expenses by working as a meat cutter at a Fas-Check super market.
- Two students have won individual FFA Proficiency awards in Agricultural Processing.
- All students taking the class are paid for the hours they work in the processing laboratory. These hours are after school, during non-instructional days, and on weekends. Pay out to students has averaged over three thousand dollars per year. Students in this program have earned over thirteen thousand dollars while attending high school and working in their training curriculum. The students are paid seven dollars and twenty-five cents per hour.

Contact: David Tupper Phone: 304-927-6420 Email: dtupper@access.k12.wv.us

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.

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.

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.

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.

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.
- 7.1.3. Learning environment.
- 7.1.13. Instructional day.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.7.2. Policy implementation.

The Team presented an Exemplary Program & Practice, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Roane County High School's Education Performance Audit was limited in scope to 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 Roane County 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 Roane County High School and Roane County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.