

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROANE COUNTY HIGH SCHOOL

ROANE COUNTY SCHOOL SYSTEM

JANUARY 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Roane County High School in Roane County was conducted on November 2, 2006. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Gloria Cunningham, Coordinator, Office of Child Nutrition.

West Virginia Department of Education Team Leader – Lorraine Elswick, Coordinator, Office of Federal Programs & Accountability.

West Virginia Department of Education Team Leader – Sarah Lyons, Coordinator, Office of Instructional Technology.

TEAM MEMBERS

Name	Title	School/County
Thomas Deadrick	Associate Superintendent	Marion County Schools
Lisa Martin	Director of Special Education/Health Services	Jackson County Schools
Ben Roebuck	Retired Middle School Principal	Cabell County Schools
Edward Toman	Superintendent	Gilmer County Schools

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 757

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	173	181	176	97.23	55.35	Yes	Confidence Interval	✓
White	171	179	174	97.20	55.42	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	92	98	95	96.93	44.94	Yes	Confidence Interval	✓
Spec. Ed.	27	28	27	96.42	11.53	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	173	181	176	97.23	73.21	Yes	Yes	✓
White	171	179	174	97.20	74.09	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	92	98	96	97.95	65.55	Yes	Confidence Interval	✓
Spec. Ed.	27	28	26	92.85	24.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 80.0%

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
10	181	173	176	168	97.24	8.93	35.71	43.45	9.52	2.38	55.36

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	181	173	176	168	97.24	3.57	23.21	48.81	17.86	6.55	73.21

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

Other Relevant Performance Data

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	6	21	52	17	3	1	79	21
ROANE COUNTY	180	3	9	65	16	4	2	78	22
ROANE COUNTY HIGH	180	3	9	65	16	4	2	78	22

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Roane County High School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white students (W) subgroups in mathematics and in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts 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. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Roane County High achieved adequate yearly progress (AYP), yet the mathematics WESTEST percent proficient was substantially below the State's 2005-2014 Annual Measurable Objectives For Schools for both the 2005 and 2006 assessments. The school will be challenged to meet both mathematics (65.83) and reading/language arts (75.83) benchmarks without major interventions.

Adequate yearly progress (AYP) information by class indicated that 35.71 percent of the students scored below mastery in mathematics. These scores have implication for school improvement.

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

1. Curriculum Mapping.
2. School Improvement: An Integrated Model for Rural Counties.
3. Components of Evaluation Process.
4. Grade Level Collaboration.
5. Scientifically Researched-Based Classroom.
6. Differentiated Instruction.
7. Standards-Based Math; Math Strategies to Meet High Standards.
8. Literacy Throughout the Curriculum.
9. Instructional Strategies: From Research to Practice.
10. Graphic Organizer.
11. Physical Best.
12. Discovery Health Connection.
13. Technology for Students with Special Needs.
14. Using the Internet: Curriculum Webs and Web Tech.
15. Searching and Evaluating Online Research for Classroom Instruction.
16. Inclusion Assess for all Programmatic Levels.
17. Keeping Kids in School.
18. Pandemic Influenza.

19. Student Health Issues.
20. Writing Across the Curriculum.
21. EDGE Training.
22. WESTEST Analysis.
23. Positive Behavior Support.
24. Advisor/Advisee Program Training.
25. Science Probe.
26. 21st Century Learning.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Roane County 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 educational facility, which was constructed in 1993, was well-maintained and attractive. It was evident that the staff and students were proud of their building and contributed to keeping it clean and attractive.

The student body exhibited excellent behavior and impeccable manners throughout the Team's visit. Students were well-behaved and presented themselves in a mature manner. Students were courteous and helpful to Team members.

6.1.12. Multicultural activities. The Team commended the school staff for their use of multicultural activities. Many quality activities were in place throughout the building addressing different cultures. A Multicultural Education Club was in place. It was evident that multicultural activities were daily practices in many of the classes and students were aware of the different activities.

6.2.4. Data analysis. The principal had conducted an extensive analysis of WESTEST data. The Team was provided a multitude of information relating to the various subgroups, classes, and individual students. The principal had a great deal of knowledge in disaggregating and disseminating test data.

6.6.3. Evaluation. The Team commended the principal for providing thorough and detailed feedback through the teacher observation and evaluation forms and individual teacher conferences. Many teachers stated that this feedback was invaluable in helping guide their curriculum.

6.7.1. School rules, procedures, and expectations. The school had taken a proactive stance in dealing with school procedures and expectations through the ninth grade mentoring program. Each teacher "adopts" five freshmen and serves as a mentor for these students and help guide them through their high school careers.

HIGH QUALITY STANDARDS

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

6.1. Curriculum

6.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

The Team reviewed the school's condensed master schedule and found that four special education teachers were teaching multiple classes during the same block. For example, one class included English/Language Arts 9, English/Language Arts 11, and English/Language Arts 12. This also occurred with the mathematics classes. It would be difficult, if not impossible, to cover the Content Standards and Objectives (CSOs) for each class and attain the required 8100 minutes of instruction.

6.1.2. 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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

Six teachers had study hall students incorporated into their general education classes. One teacher had a study hall student assigned during the teacher's planning period. With the school on a block schedule, a student assigned to a study hall loses 25 percent of their educational opportunities.

When asked about student achievement many of the teachers stated that the students were from low income homes and the loss of the larger employers were reasons for the low test scores. This did not reflect high expectations for all students.

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 did not observe varied instructional strategies or best practices instruction. Instruction in many of the classes observed relied upon direct instruction with worksheets and whole group instruction. Staff application of varied instructional strategies would greatly enhance the instruction and student achievement at the school.

6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

The Team observed technology use in the computer laboratories and in several classrooms; however, several teachers did not use technology on a regular basis, if at all. The principal stressed the importance of technology use and modeled this use on a regular basis. When asked about technology use some of the teachers stated that they did not use technology. The school had an abundance of technology available for

teacher and student use and the teachers that did not use technology could benefit from staff development on how technology could be used to enhance instruction.

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 posting required materials lists for students to purchase at local stores. This was inconsistent with a free and appropriate public education provided by West Virginia Code. Roane County is urged to check practices at all schools within the county to assure that students are not required to purchase required materials that should be provided by the county and/or school. This practice must cease in future school years.

6.2. Student and School Performance

6.2.1. Unified County and School Improvement Plan. A Unified County Improvement Plan and a Unified School 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.

Approximately 12 teachers were not aware of the basic components of the school's Five-Year Strategic Plan. It would be difficult to embrace the plan and implement schoolwide improvement without all teachers applying the action steps in the plan. The Five-Year Strategic Plan needed to be revisited with all teachers and monitored to determine the success of action steps listed in the plan. This needed to be a schoolwide effort.

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)

The Team found that many lesson plans were not thorough enough to be followed by a substitute teacher. Several plans had only one or two short activities for an entire 90 minute block. One teacher did not have lesson plans, one teacher did not have lesson plans written in advance, and three teachers' plans did not have administrator feedback. Several of the classes had one activity for the class and an arrow drawn through the remainder of the day indicating that the remaining classes would do the same activities. This did not allow for variations or flexibility between different classes. It is important that instruction be continuous and sequential and a substitute teacher be able to continue the instruction of the classroom teacher.

RECOMMENDATION

6.1.3. Learning environment. Many of the teachers believed that the Faculty Senate had been rendered ineffective. Several teachers commented that issues were brought to the attention of the administration and the issues were not addressed. The Team recommended that the administration investigate the intent and means of Faculty Senate and work through the concerns of the staff.

It was reported that there had been times when the administration suspected tobacco use by students and to find the perpetrator they would conduct searches of students in the classroom where the student was thought to be. Students were concerned because they knew that there were random searches but they were not aware of the reason for the searches. The Team recommended that the administration inform students of the reason without singling out the individual student in front of the class.

Exemplary Programs & Practices

6.1.7. Library/educational technology access and technology application.

Title: Journalism/Broadcasting

Description of Program

The Journalism/Broadcasting program is a program where students learn to produce professional videos using a multitude of mass media equipment, including a mock television studio. Students incorporate technology that engages higher level thinking skills, in addition to producing a product communicating a valid, logical, and ethical message.

Through teaching strategies that include cooperative groups, differentiated instruction and hands-on learning, the teacher actively engages students in the production of various types of video programs. The class writes and produces a news program for the entire student body which is shown every Friday over the school's closed circuit television channel. Students in the program also produce programming for a community access cable channel and are actively involved in televising events live during the Black Walnut Festival.

Summary of Results

During the 2005-2006 school year two students produced and presented a documentary about foster children that won the Robert F. Kennedy Memorial Journalism Award and the Regional Student Emmy and placed third in the Student Television Network Spring National competition. At the Student Television Network Convention in Anaheim, California, the students produced an on-site spot feature that won first place in a competition with 60 other teams from 44 states. This video has been used by the West Virginia Department of Education to demonstrate 21st Century Learning Skills.

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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.

None identified.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.1. Curriculum based on content standards and objectives.	<p>West Virginia Department of Education Office of Instruction (304) 558-6320</p> <p>West Virginia Department of Education Office of Special Education Achievement (304) 558-2696</p>
6.1.2. High expectations.	<p>West Virginia Department of Education Office of Instruction (304) 558-6320</p> <p>West Virginia Department of Education Office of Technical and Secondary Program Improvement (304) 558-2389</p>
6.1.5. Instructional strategies.	<p>West Virginia Department of Education Office of Instruction (304) 558-6320</p> <p>West Virginia Department of Education Office of Special Education Achievement (304) 558-2696 or 1-800-642-8541</p> <p>West Virginia Department of Education Office of Technical and Secondary Program Improvement (304) 558-2389</p>
6.1.7. Library/educational technology access and technology application.	<p>West Virginia Department of Education Office of Instructional Technology (304) 558-7880</p>
6.1.8. Instructional materials.	<p>West Virginia Department of Education Office of Legal Services (304) 558-3667</p>

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.2.1. Unified County and School Improvement Plan (Five-Year Strategic Plan).	West Virginia Department of Education Office of School and School System Improvement (304) 558-8098
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instruction (304) 558-6320

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.

The Team determined that Roane County High School and Roane County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the mathematics department to provide quality services to increase student performance. The Team recommended that the Roane County School System Director of Instruction and the school administrator engage the Director of Instruction and the Professional Development Director at RESA V in developing the school’s capacity to improve the school’s achievement in mathematics.

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.

- 17.1.10. Specialized instructional areas.** The physical education facilities did not have a drinking fountain or seating available.
- 17.1.13. Grades 7-12 school site vocational.** The Business Education all purpose facility did not have calculators, a copier, overhead projector with screen, or a VCR. The Business Education instructional facilities did not have a display and map rail. The vocational education facilities did not have health occupations, co-op, marketing, and vocational, industrial and technical programs.
- 17.1.15. Health service units.** The health services unit did not have a lavatory.

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.

Given the achievement levels of students in the area of mathematics, Roane County High School and Roane County must implement high yield instructional practices and instruction that will improve students' achievement. Roane County must actively pursue assistance from RESA V, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

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	6.1.1; 6.1.2; 6.1.5; 6.1.7; 6.1.8; 6.2.1; 6.2.3		

Education Performance Audit Summary

The Team identified seven high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for mathematics. The Team also presented five school initiatives for achieving adequate yearly progress (AYP), one recommendation, and one exemplary program. In addition, the Team offered capacity building resources and noted an early detection and intervention recommendation.

Roane County High School’s Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance in the area of low performance (5.1.1. Mathematics). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Roane County High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.