

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

SUMMERS COUNTY HIGH SCHOOL

SUMMERS COUNTY SCHOOL SYSTEM

DECEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Summers County High School in Summers County was conducted on October 20, 2004. 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 Unified School Improvement 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 – James Carter, Executive Director, Office of Planning, Evaluation, Special Programs, & Support Services

TEAM MEMBERS

Name	Title	School/County
John Coe	Director of Attendance and Accreditation	Wood County Schools
Rita DeMundo	Principal	McNinch Elementary School Marshall County Schools
Rick Northup	Principal	Point Pleasant High School Mason County Schools
Thomas Wood	Assistant Principal	John Marshall High School Marshall County Schools

SCHOOL PERFORMANCE

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

81-502 SUMMERS COUNTY HIGH SCHOOL – Needs Improvement

SUMMERS COUNTY

Garnette Crowder, Principal
Grades 09 - 12
Enrollment 488

GROUP	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
MATHEMATICS								
All	109	117	114	97.44	57.54	Yes	Yes	✓
White	105	113	110	97.35	55.88	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	58	58	55	94.83	36.36	Yes	No	X
Spec. Ed.	31	34	32	94.12	0.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
READING/LANGUAGE ARTS								
All	109	117	113	96.58	71.42	Yes	Confidence Interval	✓
White	105	113	109	96.46	70.29	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	58	58	55	94.83	52.72	Yes	No	X
Spec. Ed.	31	34	31	91.18	10.71	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY = Full Academic Year.

* = 0 students in subgroups.

** = Below 10 students in subgroups.

Passed
Graduation Rate = 81.0%

Adequate Yearly Progress (AYP) Information by Class

MATHEMATICS

Class	Tested Enr.	FA Y Enr.	Tested	FA Y Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished
10	117	109	114	106	97.44	15.09	27.36	39.62	11.32	6.60

READING/LANGUAGE ARTS

Class	Tested Enr.	FA Y Enr.	Tested	FA Y Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished
10	117	109	113	105	96.58	5.71	22.86	31.43	25.71	14.29

Enr. = Enrollment
FA Y = Full Academic Year
Part. = Participation

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
5	5%	8	8%	20	20%	17	17%	39	38%	6	6%	3	3%	4	4%	102

Freq. = Frequency – Number of Students
% = Percentage of Students

Note: Eighty-seven percent (87%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
25.86%	2003-04
42.4%	2002-03
50.0%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Summers County High School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: economically disadvantaged (SES) students. In accordance with Section 9.5. of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement. The USIP plan was well designed to improve student achievement. A strong Curriculum Team and advisory teams who worked with students and the principal were active in school improvement. The school still has not completely implemented the USIP and must do so to increase student achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Summers 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 physical appearance of the entire high school facility promoted a visually pleasing environment. The building was clean and well maintained.
- 6.1.5. Instructional strategies.** The staff were utilizing various instructional strategies in mathematics and reading.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SES)

6.1. Curriculum

- 6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

Through teacher and student interviews and observations, the Team found that the existing policy on harassment, racial, sexual, religious/ethnic harassment or violence was not enforced consistently schoolwide. Students stated that some students who violated school rules were not disciplined. Some teachers indicated that there have been incidents of harassment that they have not reported to the school administration. The reason that was given was that the former administration did not act on such

instances; therefore, the teachers stopped reporting incidents. However, it was also reported that with the new administration, reporting these types of problems is increasing.

The Team witnessed a serious student violation of West Virginia Board of Education Policy 2421, *Racial, Sexual, Religious/Ethnic Harassment and Violence Policy*, and strongly urges the Summers County Central Office staff and school administrators and staff to initiate immediate action with an emphasis on prevention and zero tolerance for any form or incident of harassment or violence. To be effective the policy and expectations must be communicated schoolwide to students and staff, communicated to parents, and the policy must be applied consistently. The stated purpose of Policy 2421, “is to prevent racial, sexual or religious/ethnic harassment or violence . . . to protect the academic environment, and to assure that our educational institutions respond to harassment and/or violence incidents when they occur in a manner that effectively deters future incidents. . . .”

A school environment in which harassment is tolerated by staff carries over into the classroom learning environment and affects student classroom performance. Name calling, disrespecting students, and not showing interest on a personal level were noted as contributing to low student performance.

Indicators of Efficiency

Indicators of efficiency for student, school, 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 Unified School Improvement Plan (USIP) needed to be effectively implemented and applied to result in improved student, school, and school system performance.

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 Summers County High School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARD	RECOMMENDED RESOURCE
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830

17.1. 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 Summers County High School and Summers County have the capacity to correct the identified deficiency. However, the county and school must provide the leadership and mechanisms already in place to target resources strategically to the teaching and learning process to improve student and school performance. The Unified School Improvement Plan (USIP) is a strong document for school improvement; however, the plan needs to be thoroughly implemented. Summers County Central Office staff is urged to exercise greater involvement and capacity development with the school to assist and monitor implementation of the USIP.

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 Checklist, Summers County High School was below standard in the areas listed. The principal checked and the Team confirmed the following school facility resource needs.

- 17.1.1. School location.** The site acreage of 4 acres was less than the recommended 15 acres for a 9-12 school and the site was not large enough for future expansion.
- 17.1.10. Specialized instructional areas.** The music facility area did not have adequate storage and needed more folding chairs.
- 17.1.11. Grades 6-12 science facilities.**
- Room 210 – did not have gas, ventilation fume hood, demo table, emergency showers, balance cases, tables, and adequate storage.
 - Room 212 – did not have adequate storage.
- 17.1.12. Grades 7-12 auditorium/stage facilities.** The high school auditorium did not have broadcast capabilities, speakers and distance learning capability, and was inadequate in size.
- 17.1.13. Grades 7-12 school site vocational.** The business education space did not have room darkening provisions, display and map rail, and worktable/work counter.

- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 17.1.15. Health service units.** The following health service equipment was not provided: Medicine chest, refrigerator with locked storage, and locked medication box.

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 economically disadvantaged students (SES) subgroup, Summers County High School and Summers County must implement curriculum and instruction that will improve students' achievement. Furthermore, Summers County High School must be diligent in efforts with the all students (AS) subgroup in reading/language arts and the white (W) subgroup in mathematics and reading/language arts as the assessed standard was met by application of the confidence interval. While 31 students were tested in the special education (SE) subgroup and were not considered because of the number (N) less than 50, zero percent (0.00%) of students in this subgroup were proficient in mathematics and only 10.71 percent (10.71%) were proficient in reading/language arts. Summers County must actively pursue assistance from RESA I, 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
81-502 Summers County High School	Temporary Accreditation	6.1.12.		September 1, 2005
			5.1.1. (SES)	

Education Performance Audit Summary

The Team identified one (1) high quality standard – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) subgroup.

Summers County High School’s Education Performance Audit was limited in scope to performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SES). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Summers County High School in improvement efforts. The school and county have until the next accreditation cycle (September 1, 2005) to correct the deficiency noted in the report.