



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

TUCKER COUNTY HIGH SCHOOL

TUCKER COUNTY SCHOOL SYSTEM

JUNE 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Tucker County High School in Tucker County was conducted May 6, 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 were 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 Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the decline in student and school achievement.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Julia Benincosa, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Richard Gillman, Coordinator, Office of Career and Technical Instruction

TEAM MEMBERS

Name	Title	School/County
Dennis J. Albright	Superintendent	Braxton County
Russelle L. DeVito	High School Principal	North Marion High School Marion County
William D. Harper	Middle School Assistant Principal	Hedgesville Middle School Berkeley County
Susan M. Sowers	Coordinator	Jefferson County

SCHOOL PERFORMANCE

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

84 TUCKER COUNTY

Richard H. Hicks, Superintendent

501 TUCKER COUNTY HIGH SCHOOL – Passed

David Dilly, Principal

Grades 09 - 12

Enrollment 384 (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	84	87	85	97.70	71.42	Yes	Yes	✓
White	83	86	84	97.67	71.08	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	37	39	38	97.43	62.16	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	84	87	85	97.70	83.33	Yes	Yes	✓
White	83	86	84	97.67	83.13	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	37	39	38	97.43	75.67	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 94.1%

84 TUCKER COUNTY
Richard H. Hicks, Superintendent
501 TUCKER COUNTY HIGH SCHOOL – Passed
David Dilly, Principal
Grades 09 - 12
Enrollment 374 (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	91	96	93	96.87	57.30	Yes	Yes	✓
White	90	95	92	96.84	56.81	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	46	48	46	95.83	51.11	NA	NA	NA
Spec. Ed.	10	10	10	100.00	50.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	91	96	93	96.87	33.70	Yes	Confidence Interval	✓
White	90	95	92	96.84	34.09	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	46	48	46	95.83	28.88	NA	NA	NA
Spec. Ed.	10	10	10	100.00	30.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 92.3%

TUCKER 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	96	91	93	89	96.88	19.10	23.60	46.07	11.24	0.00	57.30

Reading

Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	96	91	93	89	96.88	12.36	53.93	30.34	3.37	0.00	33.71

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
Tucker County High	21	3	11

*AP Courses Offered: AP English 12 (this is the only class offered on site as the remaining classes are offered through the WV Virtual School), AP Art History, AP Biology, AP Calculus AB, AP Calculus BC, AP Chemistry, AP Computer Science A, AP English Language, AP English Literature, AP Environmental Earth Science, AP European History, AP French, AP Microeconomics, AP Macroeconomics, AP Physics B, AP Psychology, AP Spanish, AP Statistics, AP U.S. Government and Politics, AP U.S. History, AP World History.

Twelve (12) students were enrolled in AP English.

One student was enrolled in Virtual Literature.

*The OEPA noted that no AP courses were certified by the College Board for the 2009-2010 academic year.

Honors Courses Offered: Honors English 9, Honors English 10, Honors English 11.

College Credit Courses Offered: Art Appreciation, English Composition I, English Composition II, Western Civilization I, Western Civilization II, College 101, General Psychology, Introduction to Sociology, U.S. History I, U.S. History II, College Algebra.

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)					
Tucker County High	2004-05	2005-06	2006-07	2007-08	2008-09
10 th Grade Test Takers (%)	0.0	0.0	0.0	0.0	0.0
11 th Grade Test Takers (%)	0.0	0.0	0.0	0.0	0.0
12 th Grade Test Takers (%)	15.7	34.5	21.2	8.5	9.2
10 th Grade Test Takers (%) with a score of 3 or higher	0.0	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	0.0
12 th Grade Test Takers (%) with a score of 3 or higher	45.4	16.6	15.7	12.5	36.3

Tucker County High School needs to strongly encourage students to enroll in AP classes.

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate Percentage
State	17,914	57.5%
Tucker County	86	47.7%
Tucker County High	86	47.7%

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

Programs and practices must be investigated and implemented to increase the number of students enrolling in college.

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%
Tucker County	28	3	10.71%	8	28.57%
Tucker County High	28	3	10.71%	8	28.57%

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

The percentage of Tucker County students enrolled in developmental English at 10.71 percent was significantly lower than the State average (15.79 percent) and the percentage of students enrolled in developmental mathematics at 28.51 percent was slightly higher than the State average (27.55 percent) for fall 2008.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Tucker County High School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts only by application of the confidence interval. It is further noted that the economically disadvantages (SES) subgroup with the number (N) less than 50, scored far below the State's percent proficient level 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 and novice in both mathematics and reading: Grade 11 – 42.70 percent in mathematics and 66.29 percent in reading. 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. Response to Intervention (RTI).
2. TechSteps.
3. National Writing Project.
4. Odyssey.
5. Support for Teaching Algebra and Algebra Support.
6. West Virginia Advanced Placement Fall Workshop.
7. West Virginia Council of Teachers of Mathematics.

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)**

Students in physical education were permitted to not participate in the physical education activities. The Team observed several students sitting on the bleachers while the remainder of the class was participating. One student sitting on the bleachers was not taking the class for credit and the teacher stated that he had no idea why the student was there in the first place.

Five teachers did not challenge students with higher level thinking skills. Basic questioning, answering, and recall were predominant instructional practices in these classes.

- 7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

Dodge ball was being played in physical education class. It is not part of the West Virginia 21st Century physical education content standards and objectives. This practice had the potential to cause physical and emotional harm to students and was not of an educational nature.

- 7.1.6. 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)**

Approximately one half of the teachers did not conduct instruction in writing at least one time per week. This was found through teacher and student interviews.

- 7.1.7. 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)**

There was little evidence that the application of technology was included throughout all programs of study. The Team observed minimal technology use throughout the day of the Education Performance Audit.

7.1.8. 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)

According to teachers, students were required to bring materials to school. Teachers stated that there were consequences if students did not bring materials to class and very few teachers stated that they provided all materials for students.

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)

Only Grades 9 and 10 reported to school the first day of the school year. This did not allow for equal access to 180 school days.

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 request assistance to strengthen the plan.

7.2.3. 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)

At least 90 percent of the teachers had inadequate lesson plans that could not be followed by a substitute teacher. Approximately 80 percent of the teachers did not have lesson plans before April 2010. They reported that the former principal did not check lesson plans and did not require them. Special education teachers did not write plans in advance; they were journaling instead of planning.

- 7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

Teachers were not utilizing WESTEST 2 data to guide the classroom curriculum. Teachers stated that they had examined WESTEST 2 data one time before the beginning of the year and had not reviewed it since.

In consideration of the low percent proficient in mathematics (57.30 percent) and in reading/language arts (33.70 percent), it is essential that the faculty have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at the proficient level.

7.4. Regulatory Agency Reviews

- 7.4.1. 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)**

One finding from the most recent Fire Marshal report (11/09/09) indicated that power strips and extension cords were linked together. This was still an issue in at least one classroom.

7.6. Personnel

- 7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

The Team could not verify that observations and evaluations had been completed on all teachers who needed them. No evaluations had been completed as of the day of the Education Performance Audit. All observations from earlier in the year did not have written comments. Recent observations completed by the principal were well developed and contained high quality comments.

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

7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

The chemical storage area was not secured and chemicals were accessible. One custodian closet with cleaning chemicals was open and keys were hanging in the room. Urinals in one boys' rest room were in view from the parking lot when the window was open.

There were no schoolwide classroom rules pertaining to discipline according to teachers. Teachers reported that they were responsible for discipline and the procedures varied from classroom to classroom.

Students and teachers stated that discipline was inconsistent based on who the student was and if they were an athlete.

Students were permitted to grade each other's quizzes and the grades were recorded into the grade book. This was observed in two classes.

RECOMMENDATION

7.1.12. Multicultural activities. A written school or county Multicultural Plan was not in place. However, the Team saw evidence of multicultural activities and recommended that a written plan be developed and implemented.

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

The principal of the school was removed from the position three weeks before the arrival of the OEPA team. A director from the central office had been placed at the school and was effective at attempting to get things back in order. The Team believed that the school had been under ineffective guidance and had developed poor educational effectiveness. The high number and quality of the deficiencies found at the school were of great concern to the Team; however, the Team believed that the central office had taken a proactive approach to correcting the issues with the support given by the high quality acting principal and contracted service of Phillip Brown, a consultant in school improvement. Tucker County central office is advised that thorough and ongoing assistance will be necessary when the new principal is in place to ensure delivery of high quality and effective educational activities.

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 Tucker 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 had strong questions as to the capacity of Tucker County High School and Tucker County to correct the deficiencies found at the school. The superintendent must ensure that the incoming principal has the capability to guide the school in the proper direction and provide high quality, research based staff development to enable teachers to deliver the required curriculum to increase student achievement.

The Team strongly recommended that the Tucker 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.

19.1.1. School location. The school site was not well landscaped, suitable for special instructional needs, and did not provide sufficient on-site, solid surface parking for staff, visitors, and individuals with disabilities.

19.1.5. Library/media and technology center. Copying equipment was not provided.

19.1.10. Specialized instructional areas. The music facility did not have music chairs with folding arms or acoustical treatment. The physical education facility did not have a drinking fountain, provisions for two or more teaching stations, a display case, instructional technology equipment, a data projector, or a 50 inch screen monitor.

- 19.1.11. Grades 6-12 science facilities.** All science classrooms were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment and materials were not provided in all science classrooms: Sink, hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, first aid kit, chairs/tables, darkening provisions, and main gas shut-off.
- 19.1.12. Grades 7-12 auditorium/stage.** The auditorium was not located to have convenient access to language arts and music instructional areas and close to seating. Broadcasting capabilities were not provided.

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.

It is strongly recommended that Tucker County High School pursue assistance from the Tucker County central office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education to increase student achievement in all areas. Given the high number and quality of deficiencies found at the school, it is imperative that programs and practices be implemented immediately in order to address these issues.

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 12 high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.
- 7.1.5. Instructional strategies.
- 7.1.6. Instruction in writing.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.8. Instructional materials.
- 7.1.13. Instructional day.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.4.1. Regulatory agency reviews.
- 7.6.3. Evaluation.
- 7.7.1. School rules, procedures, and expectations.

The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Tucker 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 Tucker 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 Tucker County High School and Tucker County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.