



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WEBSTER COUNTY HIGH SCHOOL

WEBSTER COUNTY SCHOOL SYSTEM

JULY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Webster County High School in Webster County on December 11, 2007.

A Follow-up Education Performance Audit of Webster County High School in Webster County was conducted April 28, 2009. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

SCHOOL PERFORMANCE

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

WEBSTER COUNTY

A. J. Rogers, Superintendent

501 WEBSTER COUNTY HIGH SCHOOL – Passed

Paula Varney, Principal

Grades 09 - 12

Enrollment 505 (2nd month enrollment report)

WESTEST 2006-2007

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	107	109	105	96.33	60.19	Yes	Confidence Interval	✓
White	107	109	105	96.33	60.19	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	61	63	59	93.65	45.61	By Average	Confidence Interval - Averaging	✓
Spec. Ed.	25	25	22	88.00	18.18	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	107	109	106	97.24	67.30	Yes	Confidence Interval	✓
White	107	109	106	97.24	67.30	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	61	63	60	95.23	53.44	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	25	25	23	92.00	21.73	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 85.5%**

WEBSTER COUNTY
 A. J. Rogers, Superintendent
501 WEBSTER COUNTY HIGH SCHOOL – Passed
 Paula Varney, Principal
 Grades 09 - 12
 Enrollment 505 (2nd month 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	130	135	131	97.03	70.63	Yes	Yes	✓
White	128	133	129	96.99	71.77	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	85	89	85	95.50	66.66	Yes	Yes	✓
Spec. Ed.	31	33	30	90.90	35.71	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	132	138	131	94.92	69.04	Yes	Confidence Interval	✓
White	130	136	129	94.85	69.35	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	87	92	85	92.39	64.19	By Average	Confidence Interval	✓
Spec. Ed.	31	33	29	87.87	22.22	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 87.4%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Webster County High School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval and the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval and averaging. The school also met the participation rate for the SES subgroup in mathematics by averaging. 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.

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in both mathematics and reading: Grade 10 – 39.80 percent in mathematics and 32.70 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Writing Assessment revealed a deficiency at Grade 10. West Virginia had 87 percent of the students at or above mastery, as compared to 81 percent for Webster County and Webster County High School. The school must continue to address this issue by developing a writing rubric to address the West Virginia Writing Assessment and assure that all teachers provide instruction in writing to all students on a minimum of a weekly basis.

The following professional development and/or training opportunities were provided.

1. InTel Training.
2. Odyssey Technology Software.
3. WESTEST Data Analysis.
4. Special Education Overview.
5. Implementation of 21st Century Learning.
6. Database Creative Curriculum.
7. Small Group Instruction.
8. Inclusion.
9. Reading First.
10. Stiggins Assessment Training.
11. Classroom Management.
12. Benchmarking.
13. IKnow Website.
14. Parent Conferencing.

15. Literacy Workstations.
16. Mathematics Department Coaching.
17. Scott Foresman/Tiered Intervention.
18. County Mathematics Leadership Team.

FOLLOW-UP REPORT

Webster County High School achieved adequate yearly progress (AYP) on the 2008 WESTEST. All subgroups and both mathematics and reading showed improved performance on the 2008 WESTEST when compared with the 2007 WESTEST. Achievement scores in mathematics significantly improved as the percent of students scoring proficient in mathematics improved for the all students (AS) subgroup from 60.19 percent to 70.63 percent, for the white (W) subgroup from 60.19 percent to 71.77 percent, for the economically disadvantaged (SES) subgroup from 45.61 percent to 66.66 percent and for the special education (SE) subgroup from 18.18 percent to 35.71 percent. Achievement gains in reading/language arts were modest with the SES subgroup showing the most gain increasing the percent of students scoring at the proficient level from 53.44 percent to 64.19 percent.

The principal reported the faculty began immediately following the Education Performance Audit Report in December 2007 to address achievement and the areas that were noted as “Necessary to Improve Performance and Progress”. The primary effort was in helping teachers prepare better lesson plans. The school staff worked together to construct a lesson plan format that would help guide teachers in lesson planning and ensure the 21st Century Content Standards and Objectives (CSOs) were being taught, instruction strategies were varied and effective, technology was used as appropriate, and the planned instruction was sufficient to cover the 90 minute instructional period. All teachers interviewed were very pleased with the lesson plan format and gave the process credit for getting the instruction more organized at Webster County High School. Numerous staff development and training opportunities for staff included the following:

1. Using the English Writing Rubric for writing across the curriculum.
2. Using Smart Boards, Mobile Presenters, Student Responders, etc. to Improve Instruction.
3. Project Based Learning (PBL) Training.
4. Training on Using 21st Century Skills in the Classroom.
5. Using Teach 21.
6. Higher Level Questioning Workshop.
7. Training on using LINKS.
8. APL Instructional Strategies.
9. Implementing the Gear Up Program.
10. Science Partnership with Glenville State College.
11. Glenville State College “Hidden Promise Program”.
12. Math Partnership with Glenville State College.
13. Math/Science Partnership with RESA IV.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. 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 observed inconsistencies among the faculty members concerning their lesson plans and teaching their subject area Content Standards and Objectives (CSOs). Several teachers could not discuss how the CSOs were utilized to guide their classroom instruction.

Teachers did not use any type of formative assessment to determine students' present mastery levels of the CSOs to redirect instruction. The only type of assessment that many of the teachers could cite was the WESTEST. It is critical that teachers measure student progress toward mastery at intervals between the formal testing times.

Laboratory and hands-on science instruction did not include 50 percent active inquiry, investigation, and experimentation according to classroom observations, lesson plans, grade books, and student and teacher interviews.

FOLLOW-UP REVIEW

COMPLIANCE. The lesson plan format designed by the faculty provided an effective way to ensure the CSOs were being taught; formative assessments were implemented; and laboratory and hands-on science instruction includes 50 percent active inquiry, investigation, and experimentation. The Team reviewed lesson plans and interviewed teachers and observed instruction to verify these factors. The staff verified that the principal reviewed all these factors in their lesson plans and classroom instruction.

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Special education classes were all self-contained with no inclusion for the first semester. Co-teaching was indicated to be implemented in the spring semester. The Team recommended that co-teaching be implemented and staff be provided ongoing staff development to ensure student success.

One special education teacher had three different grade levels (Grade 9, Grade 11, and Grade 12) in the same block. The teacher was the teacher of record and was not certified to be the teacher of record in all these classes. One special education teacher was teaching Algebra/Geometry Prep, Algebra I, and extended standards in mathematics in Grade 10 all in the same block. This teacher was also the teacher of record and was not certified to be the teacher of record

FOLLOW-UP REVIEW

COMPLIANCE. Co-teaching had been fully implemented and all special education students were integrated into general education classrooms with the regular classroom teacher and the special education teacher working as a team. Teachers were provided a full day of staff development in August 2008 on the Power of 2 which included presentations on “Co-teaching Roles & Responsibilities”, “Collaborative Instruction Planning”, “Case Studies”, and “Established Goals for Co-teaching”. This full day session was supported with a small group meeting for the co-teachers during the year. Interviews with teachers in the co-teaching classrooms were very positive and teachers not directly involved in co-teaching were also positive about the program. Observations in the co-teaching classrooms showed a group of students working together with no distinction detected between general education students and special education students.

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)

Teachers were not using a variety of instructional strategies in several of the classes the Team observed. Instruction in many of these classes was not designed to address individual student needs and lessons were directed to the whole group. Staff development and the use of various instructional strategies would greatly enhance the instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The new lesson plan design required a variety of instructional strategies. The Team reviewed lesson plans and observed classrooms and verified that all teachers were using a variety of instructional strategies. The staff had been provided additional staff development on using varied, effective instructional strategies. Staff development sessions included: Project Based Learning; Higher Level Questioning Strategies; a book study, *Teaching for Tomorrow*; and APL Effective Instructional Strategies.

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)

The Team interviewed teachers and students and found that all teachers were not providing instruction in writing to all students weekly. The Team also found that all student writing was not collected and corrected for spelling, punctuation, content, and grammar.

FOLLOW-UP REVIEW

COMPLIANCE. The staff was using the English Writing Rubric for writing across the curriculum. Teacher interviews, lesson plans reviews, and examples of student writing verified that instruction in writing was taking place across the curriculum by all teachers. The writing assignments were being collected and corrected for spelling, punctuation, content, and grammar.

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.

The school's Five-Year Strategic Plan did not adequately address the school's achievement needs and only addressed the economically disadvantaged (SES) subgroup in the goals section. The all students (AS) and the racial/ethnicity white (W) subgroups needed immediate attention as adequate yearly progress (AYP) was achieved only by application of the confidence interval.

FOLLOW-UP REVIEW

COMPLIANCE. With assistance from the West Virginia Department of Education, the Five-Year Strategic Plan had been revised and adequately addressed the school's achievement needs. All teachers were knowledgeable of the components of the Five-Year Strategic Plan and were implementing the action steps in the classrooms.

- 7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

No record or schedule was available to indicate that the counselors spend at least 75 percent of the work day counseling students. When asked how much time was spent with direct student contact, both counselors stated that it was about 50 percent of the time.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the work logs maintained by the counselors and interviewed the counselors. The counselors reported and their logs showed they were spending at least 75 percent of the day counseling students.

- 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)**

A majority of the lesson plans the Team observed were incomplete and would be difficult for a substitute teacher to follow. The information in many of the lesson plans was insufficient to adequately instruct a 90 minute block. Lesson plans verified that teacher directed instruction was the predominate instructional strategy in many of the classes. Technology usage in lesson plans was not well defined.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed lesson plans and found the plans complete with sufficient information and directions for a substitute teacher to follow. The structure of the new lesson plan lends it to ensuring sufficient activities were planned to effectively use the entire 90 minute block. The Team saw technology usage indicated in all lesson plans and observed it being used in classrooms. The High Schools That Work evaluation of Webster County High School in 2006 rated, the “student centered instruction” at 3 percent and at 70 percent in 2008.

7.8. Leadership

- 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Due to the number of deficiencies found at Webster County High School and the low student achievement in all relevant subgroups, the Team determined that the school needed assistance from the central office curriculum staff, the West Virginia Department of Education, and RESA IV to assist the building administrator in school operation and school improvement.

FOLLOW-UP REVIEW

COMPLIANCE. The principal reported that staff with the West Virginia Department of Education, High Schools That Work Program had been invaluable in assisting the school improve instruction. Staff members at RESA IV provided staff development for the Webster County High School staff in math and science. The West Virginia Department of Education provided training in Quantile Math to the math faculty of the school. The county superintendent and staff provided assistance in implementing the co-teaching program and many other activities at the high school.

RECOMMENDATION

- 7.1.3. Learning environment.** A schoolwide positive behavior support program was not in place and there was no student recognition program for Grades 9-11. The Team recommended a positive behavior support program be developed and implemented and that student achievement be recognized to facilitate a more positive learning atmosphere.

FOLLOW-UP REVIEW

RECOMMENDATION PARTIALLY FOLLOWED. The principal reported the school had a Peer Mediation Program and an Advisory Program and they felt that was providing behavior support for students. The Team was provided a lengthy list of activities such as newspaper articles that recognized students for outstanding achievements. Displays throughout the building showed students and recognized achievements.

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 Webster County High School in providing a thorough and efficient system of education. Webster 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 Webster County or the accreditation status of the schools.

7.1.1. 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.

Webster County High School is in danger of not achieving adequate yearly progress (AYP) in any subgroup during the 2008 WESTEST assessment. It is essential that high quality programs and practices be put into place to reverse the decreasing student achievement trend. The center of improvement needs to be the school's Five-Year Strategic Plan to guide the curriculum throughout the education program. The Team observed serious issues with lesson planning, curricular delivery, and formal and informal assessments. The process of co-teaching must be carried forth and implemented beginning in the spring semester as indicated in the school's master schedule to increase the achievement of the special education (SE) students.

FOLLOW-UP CONCLUSION

The staff revised the school's electronic Five-Year Strategic Plan and it was being used to guide the curriculum. A lesson plan format was cooperatively constructed by the faculty and being used by all staff members to ensure more effective curriculum delivery and organized formal and informal assessments. The co-teaching program had been implemented and, according to the teachers involved in the program, was working well. Scores on the WESTEST have shown improvement.

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

- 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.**

Webster County High School decreased in student achievement in all subgroups with a number (N) of 50 or greater from the 2005-2006 to the 2006-2007 WESTEST assessment. The graduation rate also declined over the same time period. The principal must investigate and facilitate the implementation of high quality, research-based programs to increase student achievement of all students. Now that the weaknesses have been identified, the county and school staff must address specific strategies to close the achievement gap and increase the graduation rate.

FOLLOW-UP CONCLUSION

The 2008 WESTEST student achievement scores showed significant improvement in mathematics and small improvements in reading/language arts percent proficient. The economically disadvantaged (SES) subgroup showed significant improvement in reading/language arts on the 2008 WESTEST. The graduation rate improved from 85.48 percent to 87.41 percent for the 2008 graduating class. The school staff had received high quality, targeted staff development from RESA IV and the West Virginia Department of Education that appeared to have had a significant effect on classroom instruction and student achievement. Webster County and Webster County High School are urged to continue this improvement.

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.

17.1.12. Grades 7-12 auditorium/stage. The high school auditorium was not acoustically treated.

FOLLOW-UP CONCLUSION

No Change.

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 recommended that Webster County High School pursue assistance from the Webster County Central Office, RESA IV, and the West Virginia Department of Education (WVDE) to increase student achievement in all areas. Given the low performance in all relevant subgroups, it is imperative that programs and practices be implemented immediately to address these issues.

FOLLOW-UP TEAM SUMMARY

As outlined throughout this report, Webster County High School received significant assistance from RESA IV; the West Virginia Department of Education; and the Webster County Board of Education, including, the county superintendent and central office staff. With this targeted assistance the school appeared to be moving forward with student achievement and improved classroom instruction.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
91-501 Webster County High	Full Accreditation			