



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

WEBSTER COUNTY HIGH SCHOOL

WEBSTER COUNTY SCHOOL SYSTEM

JANUARY 2008

WEST VIRGINIA BOARD OF EDUCATION

	Page
Introduction.....	3
Education Performance Audit Team	3
School Performance	4
Annual Performance Measures for Accountability	6
Education Performance Audit	8
High Quality Standards.....	8
Indicators of Efficiency.....	11
Building Capacity to Correct Deficiencies.....	12
Identification of Resource Needs	14
Early Detection and Intervention	15
School Accreditation Status	16

INTRODUCTION

An announced Education Performance Audit of Webster County High School in Webster County was conducted on December 11, 2007. 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 – Kathy Boone, Assistant Director, Office of Instructional Technology

West Virginia Department of Education Team Leader – Mary Pat Farrell, Coordinator, Office of Special Programs, Extended & Early Learning

West Virginia Department of Education Team Leader – Elizabeth Judy, Coordinator, Office of Assessment/Accountability

TEAM MEMBERS

Name	Title	School/County
Chad Norman	High School Principal	Fairmont Senior High Marion County
Steve Rodriquez	Middle School Principal	Fairview Middle Marion County

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%

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	109	107	105	103	96.33	16.50	23.30	39.81	12.62	7.77	60.19

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	109	107	106	104	97.25	9.62	23.08	37.50	24.04	5.77	67.31

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

Other Relevant Performance Data

2006-2007 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	19327	8	29	50	11	2	1	87	13
WEBSTER COUNTY	109	12	27	42	15	4	1	81	19
WEBSTER COUNTY HIGH	109	12	27	42	15	4	1	81	19

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.

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.

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

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.

- 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.

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.

- 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.

- 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.

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.

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.

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.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.1. Curriculum based on content standards and objectives.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.4. Instruction.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.5. Instructional strategies.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.6. Instruction in writing.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.2.1. County and School electronic strategic improvement plans.	West Virginia Department of Education Office of Title II - School and School System Improvement (304) 558-3199
7.2.2. Counseling services.	West Virginia Department of Education Office of Planning, Evaluation, Special Programs and Support Services (304) 558-2348
7.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Office of Title II - School and School System Improvement (304) 558-3199
7.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

- 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.

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.

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.

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	7.1.1; 7.1.4; 7.1.5; 7.1.6; 7.2.1; 7.2.2; 7.2.3; 7.8.1		

Education Performance Audit Summary

The Team identified eight high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Webster 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 draft report to guide Webster County High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.