



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
HUNDRED HIGH SCHOOL
WETZEL COUNTY SCHOOL SYSTEM**

JULY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Hundred High School in Wetzel County was conducted March 12, 2009.

A Follow-up Education Performance Audit of Hundred High School in Wetzel County was conducted April 23, 2010. 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.

92 WETZEL COUNTY

William F. Jones, Superintendent

501 HUNDRED HIGH SCHOOL – Passed

Samuel Snyder, Principal

Grades 09 - 12

Enrollment 141 (2nd month 2006–2007 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	30	31	31	100.00	93.33	Yes	Yes	✓
White	30	31	31	100.00	93.33	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	16	17	17	100.00	93.75	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	30	31	31	100.00	76.66	Yes	Yes	✓
White	30	31	31	100.00	76.66	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	16	17	17	100.00	68.75	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%

92 WETZEL COUNTY
William F. Jones, Superintendent
501 HUNDRED HIGH SCHOOL – Passed
Samuel Snyder, Principal
Grades 09 - 12
Enrollment 144 (2nd month 2007–2008 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	26	31	31	100.00	53.84	Yes	Averaging	✓
White	25	29	29	100.00	56.00	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	14	18	18	100.00	42.85	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	26	31	30	96.77	69.23	Yes	Confidence Interval	✓
White	25	29	28	96.55	72.00	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	14	18	17	94.44	64.28	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 93.2%

92 WETZEL COUNTY
William F. Jones, Superintendent
501 HUNDRED HIGH SCHOOL – Passed
Richard Ochsenbein, Principal
Grades 09 - 12
Enrollment 127 (2nd month 2008-2009 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	26	28	27	96.42	53.84	Yes	Yes	✓
White	24	26	25	96.15	58.33	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	15	17	16	94.11	46.66	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	26	28	28	100.00	61.53	Yes	Yes	✓
White	24	26	26	100.00	62.50	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	15	17	17	100.00	46.66	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 81.8%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Hundred High School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics and reading/language arts only by averaging and application of the confidence interval, respectively. A dramatic decline in student achievement was evident from the 2006-2007 school year to the 2007-2008 school year. The county curriculum staff and school staff are urged to address all 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 in both mathematics and reading: Grade 10 – 46.15 percent in mathematics and 30.77 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. Vertical Teaming.
2. West Virginia Virtual School.
3. Successful Practices.
4. Hundred High School Policies and Procedures.
5. APL Strategies.
6. Curriculum Planning.
7. Test Analysis.
8. Formative Assessments.
9. The 21st Century Learner.
10. Differentiated Instruction.
11. West Virginia Department of Education Teach 21.
12. Five-Year Strategic Planning.
13. Rachel's Challenge.
14. Action Plans for Content Standards and Objectives (CSOs).
15. Acuity and Writing Roadmap.
16. Project Based Learning.
17. High School Scheduling for Response to Intervention (RTI).

FOLLOW-UP REVIEW

COMPLIANCE. Hundred High School achieved adequate yearly progress (AYP) in both mathematics and reading/language arts on the 2008-2009 WESTEST 2. While the State's scores declined in 2009 due to the greater rigor of the WESTEST 2, Hundred High School remained the same in mathematics as the previous year (2008) in the all students (AS) subgroup and increased in the racial/ethnicity white (W) and economically

disadvantaged (SES) subgroups. However, the reading/language arts proficient declined in all subgroups.

The school continued comprehensive professional development/training programs with the following additional offerings as reported by the principal.

1. **Effective Classroom Management.**
2. **Fast Forward (Reading) Software Training.**
3. **Rigor, Reliance and Relationships - Bill Daggett.**
4. **You Be George (Individual Analysis of Acuity).**
5. **E-Walks Review.**
6. **Instructional Practices Inventory.**
7. **West Virginia 21st Century Content Standards and Objectives (CSOs).**
8. **Successful Practices.**
9. **Test Analysis and Application.**

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)**

One mathematics teacher could not explain the usage of the 21st Century Content Standards and Objectives (CSOs) in curriculum delivery. When asked how CSO coverage was monitored, it was reported that coverage of the textbook was the method used.

FOLLOW-UP REVIEW

COMPLIANCE. Staff training on the use of the West Virginia 21st Century content standards and objectives (CSOs) was provided. Staff discussions were held on benchmarking and acuity analysis. The principal monitored teachers' use of appropriate CSOs to guide lesson plans during weekly lesson plan reviews and classroom walkthroughs. The Team interviewed teachers and reviewed lesson plans and verified that the CSOs were being used in all classrooms.

- 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 one special education class were disengaged from the educational process for an extended amount of time.

FOLLOW-UP REVIEW

COMPLIANCE. The Team visited classrooms and observed instruction and found that all teachers were actively teaching and students were actively engaged in the instruction. The principal reported this was one of the items constantly checked during class walkthroughs.

- 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)**

The Team observed most classrooms and all teachers were not varying their instructional strategies. Lecture was the predominant instructional strategy. The delivery model for teaching the content standards and objectives failed to emphasize rigorous student performance. It is imperative that teachers vary instructional strategies to keep students engaged and interested in the learning process.

FOLLOW-UP REVIEW

COMPLIANCE. The staff had been provided professional development on Differentiating Instruction and Marzano's "Classroom Strategies That Work". About half the staff attended the Daggett leadership conference on rigor, reliance, and relationships. The principal monitored instructional strategies and varieties of instructional techniques included in teacher lesson plans and during classroom walkthroughs. During classroom visits the Team observed teachers using various instructional strategies.

- 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)**

Although several teachers were using 21st Century tools and resources in the classrooms on the day of the Education Performance Audit and the virtual school facilitation model was excellent, the Team was unable to verify that all teachers were integrating technology across the curriculum. The Team requested a computer laboratory schedule or computer laboratory log; however, neither was available. One teacher reported being uncomfortable bringing some classes to the laboratory since not enough computers were in the laboratory (18) to accommodate her largest class.

FOLLOW-UP REVIEW

COMPLIANCE. The number of computers in the computer laboratory had been increased to 25. The school had three stationary computer laboratories, one mobile laboratory, and computers in all classrooms. The Team reviewed logs for all the computer laboratories and observed the use of computer laboratories and found that all teachers were using the laboratories on a regular basis. Team visits to classrooms confirmed use of computers and whiteboards in the classrooms.

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 strategic plan committee was listed with inclusive representation but no information was provided to discuss how the committee collaborated in developing the plan. A narrative was not provided explaining how the plan was written or will be revised and/or reviewed. The action steps needed to be more detailed and sequential to accomplish the objectives and did not clearly describe how the goals and objectives will be accomplished. Professional development activities did not reflect sustained, ongoing quality training and only reflected a limited variety of delivery modes. The teachers were unable to discuss the goals of the Five-Year Strategic Plan.

FOLLOW-UP REVIEW

COMPLIANCE. The Five-Year Strategic Plan had been revised. The plan contained a section showing the process and procedures used to prepare the plan. All faculty members were involved in revising the plan and were implementing the strategies and action steps contained in the school strategic plan. In addition to the faculty involvement, the Local School Improvement Council (LSIC) and the School Technology Committee were actively involved in updating the plan. Interviews with teachers verified they had been involved in revising the plan and they were very familiar with the plan's goals.

- 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)**

One teacher did not have lesson plans for the Team review. Several teachers had plans which were incomplete and or sketchy and could not be followed by a substitute teacher.

FOLLOW-UP REVIEW

COMPLIANCE. The Team visited classrooms, interviewed teachers, and reviewed lesson plans and found considerable improvement in the lesson plans.

- 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)**

The mathematics and science departments had WESTEST teacher action plans for Content Standards and Objectives (CSOs) improvement from the 2006-2007 assessment in lesson plan books, yet no monitoring data was kept. One English teacher indicated that she had used Acuity one time. A pervasive procedure for data analysis was not being applied to improve student and school performance.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty had been trained in using acuity to benchmark achievement and used acuity this school year (2009-2010). Acuity was given at the beginning of the year, mid-year, and at the end of the year. Teachers had analyzed the data from the beginning and mid-year acuity results and were providing strategies in their classroom instruction to address the needs identified by the acuity results. The acuity data were provided to students who used the data to identify their individual strengths and weaknesses. The students then tracked the improvement on their weaknesses.

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)

The severe WESTEST percent proficient decline in both mathematics and reading/language arts combined with the deficient high quality standards indicated a need for leadership development at both the school and classroom levels.

Wetzel County must implement and monitor school procedures and processes that promote student achievement.

FOLLOW-UP REVIEW

COMPLIANCE. The principal had retired and a new principal was employed. Four teachers had retired and were replaced with other teachers which provided a new school dynamic. The Team found the principal and staff working well together to find ways to improve instruction and student achievement. Teacher leadership teams had been formed to provide a vehicle through which improvements would be made. The county administration offered support and monitored the operation of the school through school visits, reviewing lesson plan documentation reports, data analysis information, etc.

The principal had attended the Principals' Academy for new principals offered by the Center for Professional Development. The principal and a team of teachers had attended the Teachers' Leadership Institute offered by the West Virginia Department of Education.

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 Hundred High School in providing a thorough and efficient system of education. Wetzel 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 Wetzel 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 and teachers must actively work to correct the deficiencies at the school which directly relate to student achievement. Effective delivery of the 21st Century Content Standards and Objectives (CSOs); varied, engaging, high-yield instructional strategies; effective development and implementation of the school's Five-Year Strategic Plan; and data analysis for continuous improvement must be of the highest priority. Student achievement will continue to be insufficient if these areas are not corrected.

FOLLOW-UP CONCLUSION

The Team found that Hundred High School had corrected the deficiencies listed in this report. The student related deficiencies had been addressed with extensive staff development in Differentiating Instruction and using effective research-based instructional strategies. The teachers had collaborated on ways to adjust classroom instruction to effectively address student weaknesses. Lesson planning had improved and the West Virginia 21st Century content standards and objectives (CSOs) were being used to guide lesson planning. A team made up of representation from the various school communities had reviewed and updated the Five-Year Strategic Plan and it addressed the issues noted in the Education Performance Audit report.

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 Hundred 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.**

Capacity building needs to be developed for educators at the school in strategically addressing the deficiencies found by the Team. Targeting resources to the teaching and learning process must be the main focus of the staff, with assistance from the Wetzel County Central Office, to improve student and school achievement.

The Team recommended that the Wetzel County School System Superintendent and the school administrator contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Special Projects – Superintendent’s Center for 21st Century Schools at 304-558-7010 ext. 53319 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

The faculty was using acuity to measure the effectiveness of the curriculum and classroom instruction in teaching the West Virginia 21st Century content standards and objectives (CSOs). Teachers used data from acuity to adjust instruction and students used acuity data to track and take some responsibility for their achievement. Resources in the way of additional instructional equipment had been provided. Extensive professional development opportunities had been provided the staff by Wetzel County, RESA 6, the West Virginia Department of Education, and the Center for Professional Development.

The principal and staff had been working with staff from the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, to construct plans for improving classroom instruction and student achievement.

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.

19.1.5. Library/media and technology center. Adequate work stations (20) were not provided.

19.1.8. Grades 1-12 classrooms. All classrooms did not have various communications technologies, audiovisual equipment, controllable lights, outlets, and were not located near related educational areas and away from disruptive noises

19.1.10. Specialized instructional areas. The art facilities did not have mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have folding chairs or a podium. The physical education facility did not have a display case.

- 19.1.11. Grades 6-12 science facilities.** The science facilities were not located with easy access to outdoor activities, were not isolated to keep odors from the remainder of the building, and did not have darkening provisions.
- 19.1.12. Grades 7-12 auditorium/stage.** Broadcast capabilities, speakers, and distance learning capabilities were not provided.
- 19.1.13. Grades 7-12 school site vocational.** A copier and overhead projector were not provided in the business education facility. Health occupations, co-op, and marketing were not provided.
- 19.1.14. Food service.** The food service area did not provide for cooking. An instructional board and locker/dressing room were not available.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. The following equipment and furnishings were not provided: Curtained or small rooms with cots, bulletin board, scales, medicine chest, refrigerator with locked storage, first aid kit, desk and chair, and locked medication box.

FOLLOW-UP CONCLUSION

The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.

- 19.1.8. Grades 1-12 classrooms.** Five smart boards were provided in teacher classrooms. A new computer laboratory was provided.
- 19.1.10. Specialized instructional areas.** A darkroom and a ceramic kiln were provided.
- 19.1.13. Grades 7-12 school site vocational.** The business education facility had an overhead projector and copier. The principal reported that health occupations, co-op, and marketing classes were available to Hundred High School students at North Marion High School.
- 19.1.15. Health service units.** A space in the building that had a cot, bulletin board, scales, medicine chest, locked refrigerator, first aid kit, desk and chair, and locked medication box had been provided for the school nurse.

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.

Hundred High School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention to correct the deficiencies found during the Education Performance Audit. It is imperative that the declining student achievement be reversed and the administration provide high quality staff development to ensure success.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

The school was under the leadership of a new principal and had several new faculty members. The school staff was working together and working hard to improve instruction and achievement. Staff had been provided and participated in high quality professional development activities. Significant changes in classroom organization with an emphasis on good planning, effective strategies, and varied instruction to increase student interest and participation had occurred. The staff was anxiously awaiting the results of the 2010 WESTEST 2.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
92-501 Hundred High	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Hundred High School.