



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HUNDRED HIGH SCHOOL**

**WETZEL COUNTY SCHOOL SYSTEM**

**MAY 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

## Table of Contents

	Page
Introduction .....	2
Education Performance Audit Team .....	2
School Performance .....	3
Annual Performance Measures for Accountability - Analysis .....	10
Education Performance Audit.....	13
High Quality Standards .....	13
Indicators of Efficiency .....	16
Building Capacity to Correct Deficiencies.....	17
Identification of Resource Needs .....	18
Early Detection and Intervention .....	20
Education Performance Audit Summary .....	21

## INTRODUCTION

An announced Education Performance Audit of Hundred High School in Wetzel County was conducted March 11, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters 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.

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education – Brad Fittro, Coordinator, Office of Professional Preparation (Certification)

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Joe A. Starcher	Director	Brooke County
Thomas N. Wood	General Supervisor	Marshall County

## SCHOOL PERFORMANCE

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

### 92 WETZEL COUNTY

Dennis Albright, Superintendent

### 501 HUNDRED HIGH SCHOOL – SUPPORT

Daniel Gottron, Principal

Grades 09-12, Enrollment 103 (2nd month 2012-2013 enrollment report)

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Hundred High School a Support school. The majority of student groups have not met the annual academic goals in mathematics and reading/language arts; and the school has not reached its goals in attendance or graduation rates, student academic growth, and learning gaps between student groups. The school must show progress in student achievement each year to improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

#### Designation Status for Hundred High School.

Designation:	SUPPORT	Next Year's Target:	47.2231
Index Score:	32.033	Met at least 50% of targets in Mathematics and Reading:	NO
Index Target:	43.1392	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

#### Supporting Data

Proficiency (55% of the index score)	3.25
Achievement Gaps Closed (0% of the index score)	N/A
Observed Growth (5% of the index score)	0.94
Adequate Growth (10% of the index score)	1.00
<u>Graduation Rate (30% of the index score)</u>	<u>26.85</u>
Total Accountability Index (out of 100)	32.03

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Overall scores were based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all high schools in West Virginia reaching 71.7260 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Hundred High School did not achieve the Accountability Index Target for the 2012-2013 school year (43.14). Considering the index target of 47.22 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 32.03, Hundred High School has a steep trajectory to achieve both short term and long term targets.

Given the components that comprise the Accountability Index, Hundred County High School was 25 percent to 57 percent below the State average for points attained on four of the five items (Proficiency, Achievement Gaps Closed, Observed Growth, and Adequate Growth). The school (89.5 percent) exceeded the state average for graduation rate (80.8 percent) by earning 26.85 percent of 30 possible points.

As the Accountability Index information shows, 50 percent of the school's subgroups did not meet the established targets in mathematics and reading. The Office of Assessment has created line graphs depicting the annual measurable objectives (AMOs) for math and reading, which can be accessed for each subgroup with a cell size of 20 or more students, through the year 2020. These charts may be viewed on the My School's Performance webpage provided by the West Virginia Department of Education (<http://wvde.state.wv.us/esea/performance/>). Observed proficiency in mathematics for Grade 11 at Hundred High School was 16.67 percent compared to the 34.90 percent set on the annual measurable objectives (AMO) trajectory. This same subgroup experienced similar results in reading/language arts, with an observed proficiency score of 25.00 percent compared to the trajectory score of 45.83 percent. Trajectory projections for mathematics and reading/language arts next year are 40.62 percent and 50.00 percent, respectively. The white subgroup observed proficiency rate in mathematics was 40.49 percent compared to the trajectory score of 51.64 percent.

**HUNDRED HIGH SCHOOL  
Grade-Level Proficiency Data  
School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
11	White	> 95%	82.61%	17.39%	> 95%	78.26%	21.74%
11	Black	> 95%	>95%	< 5%	> 95%	<5%	> 95%
11	Special Education	> 95%	75.00%	25.00%	> 95%	>95%	< 5%
11	Low Socioeconomic Status	93.75%	93.33%	6.67%	93.75%	86.67%	13.33%
11	Total	> 95%	83.33%	16.67%	> 95%	75.00%	25.00%

**Graduation Rate = 94.12%**

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts. As the chart depicts, all subgroups exceeded the 95 percent participation rate except for the low socioeconomic subgroup in mathematics; however, achievement performance varied among subgroups. The special education subgroup (25.00 percent) had the highest proficiency rate in mathematics, followed by the white subgroup (17.39 percent) and the low socioeconomic subgroup (6.67 percent). The black subgroup had a proficiency rate less than 5 percent. The proficiency rate for all students in mathematics was 16.67 percent.

With regard to reading language arts, the black subgroup had the highest proficiency rate with greater than 95 percent, followed by the white subgroup (21.74 percent), then the low socioeconomic subgroup (13.33 percent). The special education subgroup had a proficiency rate of less than 5 percent. The proficiency rate for all students in reading language arts was 25.00 percent.

## HUNDRED HIGH SCHOOL Growth Model School Level Summary Results by Sub-Group

**\*Note:** Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.

Low	between 1-34th percentile
Typical	between 35th-65th percentile
High	between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	38 ( 49%)	21 ( 27%)	18 ( 23%)	40.0	26.2%	38 ( 49%)	20 ( 26%)	19 ( 25%)	37.0	39.3%
	County	568 ( 38%)	481 ( 32%)	461 ( 31%)	46.0	35.8%	520 ( 35%)	459 ( 31%)	520 ( 35%)	49.0	45.9%
	State	51,165 ( 35%)	45,256 ( 31%)	50,057 ( 34%)	50.0	45.1%	50,484 ( 35%)	45,076 ( 31%)	50,227 ( 34%)	50.0	48.8%
White Sub-Group	School	38 ( 51%)	21 ( 28%)	16 ( 21%)	34.0	26.8%	38 ( 51%)	19 ( 25%)	18 ( 24%)	34.0	39.0%
	County	558 ( 38%)	473 ( 32%)	447 ( 30%)	46.0	35.9%	507 ( 35%)	452 ( 31%)	508 ( 35%)	49.0	46.0%
	State	47,034 ( 35%)	41,704 ( 31%)	46,085 ( 34%)	50.0	45.7%	46,584 ( 35%)	41,462 ( 31%)	46,170 ( 34%)	50.0	49.2%
Spec.Ed Sub-Group	School	*	*	*	58.0	21.4%	*	*	*	42.0	7.1%
	County	116 ( 46%)	85 ( 34%)	52 ( 21%)	38.0	11.4%	95 ( 38%)	89 ( 35%)	67 ( 27%)	43.0	11.4%
	State	7,956 ( 43%)	5,628 ( 31%)	4,781 ( 26%)	41.0	18.3%	7,406 ( 41%)	5,488 ( 30%)	5,291 ( 29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	34 ( 52%)	18 ( 27%)	14 ( 21%)	34.0	27.1%	34 ( 52%)	14 ( 21%)	18 ( 27%)	33.0	45.7%
	County	452 ( 36%)	396 ( 32%)	409 ( 33%)	47.0	40.9%	425 ( 34%)	370 ( 30%)	453 ( 36%)	50.0	53.0%
	State	43,209 ( 34%)	39,628 ( 31%)	45,276 ( 35%)	51.0	49.6%	43,078 ( 34%)	39,588 ( 31%)	44,936 ( 35%)	51.0	54.2%
LSES Sub-Group	School	19 ( 50%)	11 ( 29%)	8 ( 21%)	34.0	13.6%	19 ( 50%)	11 ( 29%)	8 ( 21%)	33.0	25.0%
	County	303 ( 41%)	238 ( 32%)	192 ( 26%)	43.0	23.9%	280 ( 39%)	208 ( 29%)	239 ( 33%)	46.0	33.1%
	State	26,545 ( 38%)	21,619 ( 31%)	22,119 ( 31%)	47.0	37.5%	25,763 ( 37%)	21,435 ( 31%)	22,576 ( 32%)	47.0	40.8%
Non-LSES Sub-Group	School	19 ( 49%)	10 ( 26%)	10 ( 26%)	46.0	40.0%	19 ( 49%)	9 ( 23%)	11 ( 28%)	37.0	55.0%
	County	265 ( 34%)	243 ( 31%)	269 ( 35%)	49.0	47.2%	240 ( 31%)	251 ( 33%)	281 ( 36%)	52.0	58.2%
	State	24,620 ( 32%)	23,637 ( 31%)	27,938 ( 37%)	52.0	58.1%	24,721 ( 33%)	23,641 ( 31%)	27,651 ( 36%)	52.0	62.5%
Male Sub-Group	School	24 ( 53%)	13 ( 29%)	8 ( 18%)	34.0	22.0%	26 ( 58%)	11 ( 24%)	8 ( 18%)	28.0	28.0%
	County	282 ( 36%)	273 ( 35%)	224 ( 29%)	47.0	38.4%	289 ( 38%)	242 ( 31%)	239 ( 31%)	47.0	39.9%
	State	27,113 ( 37%)	22,439 ( 30%)	24,615 ( 33%)	48.0	44.3%	27,485 ( 37%)	22,259 ( 30%)	24,047 ( 33%)	47.0	41.0%
Female Sub-Group	School	14 ( 44%)	8 ( 25%)	10 ( 31%)	51.0	32.4%	12 ( 38%)	9 ( 28%)	11 ( 34%)	40.0	55.9%
	County	286 ( 39%)	208 ( 28%)	237 ( 32%)	45.0	33.1%	231 ( 32%)	217 ( 30%)	281 ( 39%)	52.0	52.1%
	State	24,052 ( 33%)	22,817 ( 32%)	25,442 ( 35%)	51.0	45.9%	22,999 ( 32%)	22,817 ( 32%)	26,180 ( 36%)	52.0	56.9%

**\*Note:** Schools are those schools that have at least a 4th grade.

\*Denotes cell size <20.

The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup for Grades 9 through 11 compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells), or high (green cells) based on previous performance.

**Mathematics.** As depicted in the chart above, all subgroups demonstrated low growth in mathematics with the exception of the all students and the female students subgroups. The percent proficient for all students in mathematics in Grades 9 through 11 was 26.2 percent. The most significant differences in proficiency existed between the low socioeconomic (13.6 percent) and non-low socioeconomic subgroup (40.0 percent), with a 26.4 percent gap. The special education subgroup (21.4 percent) and non-special education subgroup (27.1 percent) demonstrated a 5.7 percent gap.

**Reading/Language Arts.** All subgroups demonstrated low growth in reading/ language arts except for the all students and the female students subgroups. The percent proficient for all students in reading/language arts in Grades 9 through 11 was 39.3 percent. The largest gap in proficiency (38.6 percent) occurred between the special education subgroup (7.1 percent) and the non-special education subgroup (45.7 percent). Another significant gap in proficiency (30.0 percent) existed between the low socioeconomic subgroup (25.0 percent) and non-low socioeconomic subgroup (55.0 percent). Additionally, a 27.9 percent proficiency gap existed between the female subgroup (55.9 percent) and the male subgroup (28.0 percent).



## ACT PLAN Assessment Results

The ACT PLAN® is designed to provide Grade 10 students with measures of their attainment of knowledge and complex critical thinking skills acquired in the early years of high school. Assessment results assist students, parents, and educators in decision-making about educational career plans, interests, and high school course work plans. The test covers four content areas: English, mathematics, reading, and science reasoning. The composite score is the average of the scale scores from the four areas.

ACT PLAN® results provide Grade 10 students with an indication of their educational progress within the context of their post-high educational and career plans. The results from the PLAN® can be used to make selections in students' coursework to help ensure that they are prepared for their postsecondary plans. West Virginia Board of Education Policy 2510: *Assuring the Quality of Education – Regulations for Education Programs* requires students to choose career majors and to create the second part of their individual student transition plans establishing a career major by the end of Grade 10. Results from PLAN can be used by Grade 10 students to develop their individual transition plans for grades eleven through post-secondary.

The ACT PLAN® serves as the midpoint measure of academic progress in ACT's College and Career Readiness System, and ACT® researchers found that test scores are good predictors of success on related Advanced Placement® courses.

Below is a summary of ACT PLAN® trend data over the last three years. Scores in English and science increased and scores in mathematics and reading decreased for the 2012-2013 school year compared to the previous year. Scores for English and science were higher than those for the State the 2012-2013, and higher than the county in all four (English, mathematics, reading, and science) areas. Compared to the national benchmark scores (indicated below), Hundred High School students' scores exceeded the national benchmark score for English; however, students' scores were lower than the national benchmark in mathematics, reading, and science.

Benchmarks: English: 15

Math: 19

Reading: 17

Science: 21

<b>ACT PLAN RESULTS</b>			
<b>Grade 10</b>			
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
English WV	16.3	16.0	16.2
English Wetzel County	16.1	15.9	15.8
English Hundred High	16.0	15.7	16.7
Mathematics WV	16.2	16.4	16.4
Mathematics Wetzel County	16.3	16.3	15.7
Mathematics Hundred High	15.6	16.6	15.9
Reading WV	16.1	16.1	16.4
Reading Wetzel County	16.3	15.6	15.8
Reading Hundred High	15.6	16.1	16.0
Science WV	17.3	17.3	17.4
Science Wetzel County	17.2	17.3	17.2
Science Hundred High	16.5	17.1	17.5
Composite WV	16.6	16.6	16.7
Composite Wetzel County	16.6	16.4	16.3
Composite Hundred High	16.1	16.5	16.6

Source: <http://wvde.state.wv.us/oaa/actplan.html>

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS**

Schoolwide, mathematics scores were the lowest in the last four years. Reading/language arts scores were somewhat better; however, the percent proficient decreased by 4.17 percent from 2011-2012 to 2012-2013. Mathematics scores fluctuated approximately 8.58 percentage points and reading/language arts scores fluctuated 10.14 percent over the same four years. The low socioeconomic subgroup increased from 2009-2010 (16.66 percent) to 2010-2011 (30.76 percent), then declined in 2011-2012 (11.76 percent), then increased in 2012-2013 (13.6 percent) in mathematics; this same subgroup decreased from 2009-2010 (33.33 percent) to 2010-2011 (23.07 percent), then increased in 2011-2012 (35.29 percent), then decreased in 2012-2013 (25.0 percent) in reading/language arts. The special education subgroup decreased from 2009-2010 (33.33 percent) to 2010-2011 (0.00 percent), then remained the same in 2011-2012 (0.00 percent), then increased in 2012-2013 (21.4 percent) in mathematics; this same subgroup was at 0.00 percent proficient from 2009-2010 to 2011-2012, then increased in 2012-2013 to 7.1 percent proficient. The State's accountability focus in 2012-2013 moved to growth, and scores indicated that the white, non-special education, low socioeconomic, and male subgroups demonstrated low growth in mathematics and reading/language arts.

The following professional development and/or training opportunities were provided as reported by the principal.

1. New Evaluation System Training.
2. TechSteps.
3. Educate WV.
4. Acuity.
5. Read 180.
6. Crisis Prevention Institute (CPI).
7. Data Analysis.
8. Research Based Instructional Practices.
9. Advanced Placement Success Institute.
10. Writing Strategies/Writing Across the Curriculum.
11. WV Center for Professional Development Beginning Teacher Academy.
12. Common Core Implementation.
13. WV Writes.
14. Carnegie Learning.
15. Advanced Placement Fall Institute.
16. Suicide Prevention.
17. Howard Hughes Molecular Biology Workshop.
18. Principals' Leadership Academy.

<b>NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED 2013-2014</b>			
High School	Number of AP® Courses	Number of Honors Courses	Number of College Credit Courses
Hundred High	4	0	0

AP® Courses offered and enrollment: AP® Civics (6), AP® Calculus (3), AP® Biology (13), AP® Language (27).

As of the 2013-2014 school year, no Honors or College Credit Courses were available at Hundred High School; however, a partnership was being developed with West Virginia University in which dual credit College Trigonometry and College Algebra will be offered starting in 2014-2015.

<b>ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)</b>				
Hundred High	2009-10	2010-11	2011-12	2012-13
10 <sup>th</sup> Grade Test Takers (%)	0.0%	0.0%	0.0%	0.0%
11 <sup>th</sup> Grade Test Takers (%)	0.0%	0.0%	19.2%	44.5%
12 <sup>th</sup> Grade Test Takers (%)	25.9%	21.8%	34.4%	55.5%
10 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	NA	0.0%	0.0%	NA
11 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	NA	0.0%	20.0%	12.5%
12 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	Na	14.2%	10.0%	0.0%

\*NA – Not Available.

While the percentage of Grade 11 and Grade 12 Advanced Placement Test (APT) takers increased, the percentage of Grade 10 remained at 0.0 percent. The percentage of students with a score of 3 or higher declined from 2011-2012 to 2012-2013. The staff must investigate strategies to increase the number of students taking the APT and also increase the percentage of students achieving a 3 or higher on the APT.

<b>AP® TEST TAKERS</b>	
Hundred High	2012-2013
Total # of test takers.	18

Hundred High School students lagged far behind Wetzel County and the State in the overall college going rate percentage. The principal and staff of Hundred High School and the Wetzel County Central Office must investigate and implement programs and practices that will prepare students for college or post-secondary education.

<b>ESTIMATED COLLEGE GOING RATE FALL 2012</b>		
	Number of High School Graduates 2011-2012	Overall College Going Rate Percentage
State	18,335	56.4%
Wetzel County	200	46.5%
Hundred High	30	33.3%

Source: West Virginia College Going Rates By County and High School Fall 2012,  
West Virginia Higher Education Policy Commission.

The percentage of Hundred High School students enrolled in Developmental English was lower than that of the State, and higher than Wetzel County. The percentage of Hundred High School students enrolled in Developmental Mathematics was considerably lower than that of Wetzel County and the State.

<b>HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2012</b>					
	1 <sup>st</sup> Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,708	1,341	17.40%	2,222	28.83%
Wetzel County	111	16	14.41%	35	31.53%
Hundred High	13	2	15.40%	3	23.10%

## **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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

One English teacher did not exhibit high expectations for students. Students were to be engaged in sustained silent reading; however, all students were not reading. No direct instruction occurred during the 40 minute Team observation. This same teacher was observed again during AP® Language and the instruction was the same as in the general English 9 class. It was not evident that acceptable instruction and high expectations were present in this class. One student was drinking Pepsi in class, which is against student nutrition policies and was not prohibited by the teacher.

One social studies teacher did not challenge students. Instruction was vague and did not require thinking at higher levels. Students were eating candy, chips, chocolate covered pretzels, granola bars, and drinking Mountain Dew. Approximately 20 students interviewed buildingwide indicated that they were challenged to work in all classes except for this teacher.

At least eight classes of students were not working through the entire class periods. Team members observed these classes finished and students socializing during the last 10 minutes of the 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)**

Three teachers did not vary instructional strategies. Teacher directed instruction was the predominant instructional strategy. Student attention waned through the observations as students became bored with the lack of a variety of strategies.

#### **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.**

During teacher interviews, only three teachers could discuss the goals and action steps of the school's Five-Year Strategic Plan. It was not evident that the goals of the plan were guiding classroom instruction.

**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 English teacher's lesson plans were sparse and a substitute teacher could not teach from the plans or follow the instruction for the classes. Plans were extremely vague and did not contain enough information to show the flow of the class. The teacher did not have lesson plans for weeks at a time.

One social studies teacher's lesson plans were not thorough enough to be followed by a substitute. Plans did not contain enough information to show instructional activities to conduct the classes.

## **7.6. PERSONNEL.**

**7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)**

Three teachers did not hold the appropriate endorsements for the classes they taught.

## **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)**

All teachers could not discuss the schoolwide rules. When asked about the procedures to handle classroom disciplinary issues, the teachers had multiple replies as to what would happen in each individual classroom. Teachers could not discuss a buildingwide discipline policy. The lack of a consistent, buildingwide discipline protocol has the potential to cause confusion with the students and result in inconsistent application of school rules and procedures.

**7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

Smokeless tobacco use was evident in the boys' rest room on the first floor near the office. It was also seen in the hallways and in the stairwells.



## 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 lack of high expectations and failure to utilize a variety of instructional strategies were a great concern. All students must be expected to do their best work and to have the curriculum delivered in a variety of modalities to ensure student engagement. Also, the school's Five-Year Strategic Plan must be a driving force for the curriculum delivery. Areas of weakness must be identified through data analysis and addressed in the classrooms through adjustments to curriculum delivery.

Overall mathematics scores lagged behind Wetzel County by 9.6 percent and behind the State by 18.9 percent. Reading/language arts scores were 6.6 percent lower than Wetzel County and 9.5 percent lower than the State.

Hundred High School has experienced a great deal of administrator turnover. The current principal is in his first year. Five different principals have served over the past three years on an interim or permanent basis. Teachers reported that past principals were frequently out of the building and substitute administrators were in place during the 2013 WESTEST2 administration.

## **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.

### **Building Capacity - Support**

As part of the expectations outlined in the West Virginia ESEA Flexibility Waiver, approved by the federal government in May 2013, the district and the Regional Education Service Agency (RESA) are to partner to provide professional development, technical assistance, and interventions to Support schools. It is recommended that these schools implement the Turnaround Principles developed by the United States Department of Education (USDE), which also align to the West Virginia Standards for High Quality Schools, West Virginia Board of Education Policy 2322, and complete an extended strategic plan. The local school district and board of education are responsible for providing the school with annual progress reviews.

The principal, who is in his first year, was highly organized and knowledgeable of the needs of the school. The Team believed that he possesses the ability to make the necessary changes to correct the areas of deficiency found during the Education Performance Audit. The Wetzel County superintendent, who is also new to his position, stated his dedication to providing support from the Wetzel County Central Office in the form of assistive personnel, programs, and funds to aid the principal and staff in increasing student achievement. Time on task, high expectations, instructional strategies, and adequate lesson planning based on the school's needs as defined in the school's Five-Year Strategic Plan are important and must be addressed immediately.

## 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 15 usable acres. (Did not adversely impact program and student performance.)
- 19.1.10. Specialized instructional areas.** The music facilities did not have music chairs with folding arms or a podium. (May adversely impact program and student performance.)
- 19.1.11. Grades 6-12 science facilities.** The science facility did not have DC current. (May adversely impact program and student performance.)
- 19.1.12. Grades 7-12 auditorium/stage.** The auditorium was not of adequate size and did not have acoustical treatment. (Did not adversely impact program and student performance.)
- 19.1.13. Grades 7-12 school site vocational.** The vocational department did not have room darkening provisions. The business education facility did not have a

display and map rail. (May adversely impact program and student performance.)

**19.1.14. Food service.** A dry erase board was not available. (Did not adversely impact program and student performance.)

## **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.

Under the guidance of the new principal, the Team observed evidence of greater data disaggregation and a clear focus on the direction of the school. It was clear through observing past records that the principal was working toward correcting issues and concerns that would be detrimental to the educational environment. Interviews with staff indicated that teachers trusted the principal and were willing to make the necessary changes. It is important that the principal continue to provide feedback to teachers to increase the quality of education at the school. The Wetzel County superintendent is strongly urged to assist the school in implementing high quality professional development and aiding the principal in school improvement.

## EDUCATION PERFORMANCE AUDIT SUMMARY

Hundred High School's Education Performance Audit examined 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 Hundred High School in improvement efforts.

The Team identified seven high quality standards necessary to improve performance and progress.

7.1.2. High expectations.

7.1.5. Instructional strategies.

7.2.1. County and School electronic strategic improvement plans.

7.2.3. Lesson plans and principal feedback.

7.6.2. Licensure.

7.7.1. School rules, procedures, and expectations.

7.7.2. Policy implementation.

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

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 Hundred High School and Wetzel 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.