



FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

PADEN CITY HIGH SCHOOL

WETZEL COUNTY SCHOOL SYSTEM

AUGUST 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Paden City High School in Wetzel County was conducted March 10, 2011.

A Follow-up Education Performance Audit of Paden City High School was conducted April 18, 2012. The purpose of the follow-up review 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.”

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Donna D. Hage	High School Assistant Principal	Robert C. Byrd High School Harrison County
Stephen Higgins	Closing the Achievement Gap (CAG) Liaison	Marion County Schools
Anthony M. Jones	Junior/High School Principal	Van Junior/Senior High School Boone County
Jeffrey A. Meadows	Middle School Principal	South Middle School Monongalia County
Larry Dick Werry	Retired Elementary School Principal	Retired Fairview Elementary School Marion County

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

503 PADEN CITY HIGH SCHOOL – Passed

Jason Salva, Principal

Grades 07 - 12

Enrollment 142 (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	65	67	67	100.00	63.07	Yes	Yes	✓
White	65	67	67	100.00	63.07	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	31	33	33	100.00	61.29	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	65	67	67	100.00	73.84	Yes	Yes	✓
White	65	67	67	100.00	73.84	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	31	33	33	100.00	64.51	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 87.1%

92 WETZEL COUNTY
William F. Jones, Superintendent
503 PADEN CITY HIGH SCHOOL – Needs Improvement
Jason Salva, Principal
Grades 07 - 12
Enrollment 159 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	71	75	74	98.66	47.14	Yes	Yes	✓
White	70	74	73	98.64	47.82	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	14	14	13	92.85	7.69	NA	NA	NA
Low SES	34	35	34	97.14	30.30	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	71	75	74	98.66	52.85	Yes	Yes	✓
White	70	74	73	98.64	52.17	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	14	14	13	92.85	7.69	NA	NA	NA
Low SES	34	35	34	97.14	36.36	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Needs to Improve
Graduation Rate = 75.7%

92 WETZEL COUNTY
William F. Jones, Superintendent
503 PADEN CITY HIGH SCHOOL – Needs Improvement
Jason Salva, Principal
Grades 07 - 12
Enrollment 153 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	78	80	79	98.75	53.84	Yes	Yes	✓
White	77	78	78	100.00	54.54	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	14	14	14	100.00	21.42	NA	NA	NA
Low SES	34	36	35	97.22	44.11	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	78	80	79	98.75	62.82	Yes	Yes	✓
White	77	78	78	100.00	63.63	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	14	14	14	100.00	21.42	NA	NA	NA
Low SES	34	36	35	97.22	58.82	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Needs to Improve
Graduation Rate = 75.0%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Paden City High School achieved adequate yearly progress (AYP) achievement. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Distinguished Accreditation status at the December 2010 State Board meeting.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 7 – 37.50 percent in mathematics and 31.25 percent in reading; Grade 8 – 73.68 percent in mathematics and 57.89 percent in reading; Grade 11 – 57.89 percent in mathematics and 63.16 percent in reading. Although not large enough to constitute a subgroup for accountability, the special education (SE) and economically disadvantaged (SES) subgroups need attention and plans for improved performance.

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

1. Dropout Prevention.
2. Five-Year Strategic Plan.
3. West Virginia 21st Century Content Standards and Objectives (CSOs).
4. WESTEST2 Data Analysis.
5. LINKS.
6. TechSteps.
7. WebTools/WebTop.
8. Edline.
9. West Virginia Writes.
10. Acuity and Benchmarking.
11. West Virginia Writing Assessment.
12. Webtools 2.0.
13. Depth of Knowledge (DOK).

FOLLOW-UP REVIEW

STANDARD MET. Paden City High School achieved adequate yearly progress (AYP) and demonstrated substantial gains in all subgroups in both mathematics and reading/language arts.

Changes in student percent proficiency from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 follow.

Mathematics

All students (AS) (+6.70 percent)

Racial/ethnicity white (W) (+6.72 percent)

Special education (SE) (+13.73 percent)

Economically disadvantaged (SES) (+13.81 percent)

Reading/Language Arts

AS (+9.97 percent)

W (+11.46 percent)

SE (+13.73 percent)

SES (+22.46 percent)

Achieved Standard.

5.1.4. Graduation rate.

Paden City High School failed to achieve adequate yearly progress (AYP) in student graduation.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Paden City High School performed within the point range (937 – 631) for distinction accreditation status.

Paden City High School developed and implemented the following plans to improve graduation rate for 2009-2010.

Guidance Action Plan
August 2010

A review of data from last year (2009-2010) included: Attendance, discipline, test scores, and dropouts led the staff to determine the area of focus to increase the percentage of students graduating from high school.

Strategies

1. Emphasize at every grade level.
 - Graduation requirements
 - Credits required for each grade level
 - Exam policy
 - Grading policy
 - Attendance policy
2. Emphasize building relationships between teachers and students to ensure that every student feels they have someone who cares if they stay in school and who cares about the whole person not just their grades. At risk students will have a mentor who checks with them to encourage and help them be successful.
3. Increase parent contact through Edline, telephone, conferences, and/or mail. The new homework policy will require teachers to call home if students do not complete homework.
4. Individual counseling.
5. Small groups as needed.
6. Start a team of teachers who meet to discuss problems of potential school dropouts and brainstorm ways to help.
7. Increase use of Odyssey/Virtual credit recovery.
8. Expand use of FastForward (reading program) and introduce a new reading program to 7th graders (TickettoRead).
9. Review grading policy.
10. Investigate new programs.
 - Inside/Out
 - Success Highways
 - The Challenge Program
 - GED Options

Dropout Prevention Plan

Paden City High School (PCHS) did not meet the graduation rate of 80 percent for the 2009-2010 school year. PCHS's graduation rate was 75 percent. This year 2010-2011, a Mentor/Mentee Program has been put into action. Each teacher, guidance counselor, and principal selected two or more students to mentor throughout the students' school career with a focus on at-risk students that have been identified by the teachers and the leadership team. Teachers have been mentoring their students and becoming more involved with their mentees' schooling and extra-curricular sports.

The principal attended a summer conference (2010) titled "Graduation Guaranteed" to get ideas to reduce the dropout rate. At the conference the principal was given a DVD titled "Inside Out"-A Message of Truth from Inside Prison Walls: Think Before You Drop Out. The DVD talks about what could happen to students if they dropout and that eight out of 10 students that drop out end up in prison. The DVD came with a teacher's guide that has discussion questions, guidelines for viewing the film, essay prompts, and class presentations. The guidance counselor will show the video and do the lessons with every student in the school each year in small groups.

The principal and the guidance counselor are also looking at a preventive program titled "Success Highways." "*Success Highways* builds a student's success resiliency skills so he/she has the motivation to stay in school. Through the program's written exercises, classroom interactions, and a unique assessment, students explore their current lives, motivators, actions, and goals. *Success Highways* is aligned with the State's K-12 content standards and those in all 50 states and is easily integrated into the existing curriculum. The program helps students realize that education is relevant to their goals, and it creates a necessary resiliency so students can move past any obstacles. Additionally, the program builds trusting relationships between the educator and his/her students based on their mutual goal of success. The student becomes vested in the process of education and is able to tackle a rigorous curriculum leading to increased graduation rates, higher grades, and better test scores.

Paden City High School plans to have a preventive program in place by the start of the 2011-2012 school year.

Students that have failed a course can take credit recovery courses through Odyssey for \$150.00 per credit-paid by the student. It is free if the student qualifies for free/reduced lunch. Two at-risk students are taking online courses for credit recovery.

Data reviewed for this year (2010-2011) indicate that the dropout rate will decrease by a small percentage. Data will be analyzed yearly. Since the principal started this year, no one has dropped out of school. Three students are counted as dropouts because they did not return to school in August. Two students have been prevented from dropping out this year due to the mentoring program and credit recovery classes.

FOLLOW-UP REVIEW

STANDARD MET. Paden City High School continued the initiatives listed above and the graduation rate is expected to improve.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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)

One special education co-teacher sat in the back of the room the entire observation period and did not participate in delivering the curriculum. It is imperative that all teachers, including special education co-teachers, actively participate in delivering an effective and meaningful curriculum.

Student interviews and the course syllabus showed that one physical education teacher was teaching dodge ball. Dodge ball is not an appropriate activity due to the potential for physical and emotional injuries.

FOLLOW-UP REVIEW

COMPLIANCE. Special education teachers were actively participating in delivering curriculum in the co-teaching role. The Team substantiated this through interviews with the principal and teachers. Evidence was also given to show the work that was being done in co-teaching.

Neither dodge ball nor any variety of dodge ball was an activity in the physical education class.

7.2. Student and School Performance

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 chemistry/science teacher did not leave lesson plans or materials for the substitute teacher the day of the Education Performance Audit. The substitute teacher and principal had to search for materials for the classes.

Two special education co-teachers did not have lesson plans and did not have written modifications for their students. They stated that they knew what was needed but did not have the information in any plans.

One history teacher had lesson plans from previous weeks that could not be followed by a substitute teacher. However, lesson plans for the current week were clear and thorough. Snow day was written in the lesson plans which indicated that lesson plans had not been written in advance for those days.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Of the sixteen teachers at Paden City High School, three teachers' lesson plans could not be followed by a substitute teacher. Information was so sketchy that the lesson for the day could not discern the West Virginia 21st Century content standards and objectives (CSOs) being addressed. These plans lacked coherence in projection of skill development.

Modifications for special education students were available.

RECOMMENDATIONS

7.1.7. Library/educational technology access and technology application. The network infrastructure was not in compliance with West Virginia Board of Education Policy 6200. The equipment was not of commercial quality. To protect the longevity of the network, the Team recommended that the school district install a commercial grade technology infrastructure.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Commercial grade technology equipment was purchased and installed at the school. The principal reported that the new equipment produced excellent results in the operation of the technology.

7.6.4. Teacher and principal internship. While the principal was meeting with his mentor they did not meet on a regular basis and met infrequently. The Team recommended that a formal record be kept to ensure that the beginning principal and mentor schedule no less than three regular meetings per semester during the school year.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The principal had completed the internship program by the time of the Follow-up Education Performance Audit; however, the principal and his mentor continued to meet.

NEW ISSUE

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 reteaching, enrichment, and acceleration. (Policy 2510)

Student office aides were working at the school. There was no direct instruction and no West Virginia 21st Century content standards and objectives (CSOs) were being addressed. This practice did not encourage high expectations in student achievement.

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 Paden City 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, teachers, and guidance counselor at Paden City High School had been working on procedures to increase the graduation rate. Each teacher, the guidance counselor, and the principal selected two or more students to mentor throughout their school career and focused on the students at risk of dropping out of school. Odyssey had been implemented to assist students with a credit recovery program to aid in graduation. Individual and small group student counseling was ongoing with an emphasis on building relationships between teachers and students.

The school had investigated additional programs that included: Inside/Out, Success Highways, and The Challenge Program to aid students in graduating from school.

FOLLOW-UP CONCLUSION

Increases in student achievement in all subgroups were indicative of high quality curriculum at the school. The principal monitored classroom instruction and provided high quality staff development to ensure student success. The principal indicated that the graduation rate was expected to increase due to the initiatives that were initiated last school year and continued this school year (2011-2012).

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 Paden City High School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The principal, who is in his first year in administration, had initiated programs and practices to increase the graduation rate. The Team observed some of these in place during the day of the Education Performance Audit and believed that the continued and sustained implementation of those programs will develop the school's capacity to improve the student graduation rate. An area the staff felt contributed to the dropout rate was the court system placed some students in the school who later dropped out. With an enrollment of approximately 160 students in Grades 07-12, each student who does not graduate has a dramatic effect on the entire school graduation rate.

The Office of School Improvement will be contacting the school and county regarding the necessary revisions of the school's strategic plan and providing assistance through the West Virginia Department of Education State System of Support.

FOLLOW-UP CONCLUSION

Work was continuing to increase the graduation rate. Improved graduation rate was a priority of the staff and all involved were confident that the percentage of graduates will increase. While one finding from the original Education Performance Audit had not been completely corrected and a new issue emerged; the improved student achievement, principal leadership, and diligent teachers' work, the OEPA determined that Paden City High School staff possesses the desire and ability to continue developing capacity for 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.

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 11 usable acres.
- 19.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation or a ceramic kiln. The physical education facilities did not have a display case or provisions for two or more teaching stations.
- 19.1.11. Grades 6-12 science facilities.** The chemistry laboratory was not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building.
- 19.1.15. Health service units.** The health services unit did not have curtained or small rooms with cots, a toilet, a lavatory, or refrigerator with locked storage.

FOLLOW-UP CONCLUSION

All facility resource needs remained as previously identified except for the following.

- 19.1.10. The art facility had a ceramic kiln. The physical education facility had provisions for two or more teaching stations.
- 19.1.15. The health services unit had a cot and a refrigerator with locked storage.

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.

Paden City High School must continue to implement high quality staff development and programs to increase the student graduation rate. The principal was taking an active role in this issue and had plans in place to correct this problem.

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

FOLLOW-UP TEAM SUMMARY

The graduation rate continued to be a primary concern for the staff at Paden City High School. The school had initiated a variety of programs and practices to increase the graduation rate and with continued impetus, the OEPA believed that the graduation rate will increase.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
92-503 Paden City High	Conditional Accreditation	7.1.2; 7.2.3		January 15, 2013

Education Performance Audit Summary

One finding (7.2.3. Lesson plans and principal feedback) from the original Education Performance Audit continued as an issue at the school and a new finding (7.1.2. High expectations) emerged.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Paden City High School Conditional Accreditation status with a January 15, 2013 Date Certain to correct the remaining findings and improve student achievement in all subgroups.

The OEPA will conduct another follow-up review after January 15, 2013 to determine that improvement efforts have been sustained and the remaining standard has been corrected.