



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PADEN CITY HIGH SCHOOL

WETZEL COUNTY SCHOOL SYSTEM

JUNE 2011

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	8
Education Performance Audit.....	11
High Quality Standards	11
Indicators of Efficiency	13
Building Capacity to Correct Deficiencies.....	14
Identification of Resource Needs	15
Early Detection and Intervention	16
Education Performance Audit Summary	17

INTRODUCTION

An announced Education Performance Audit of Paden City High School in Wetzel County was conducted March 10, 2011. 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 the declining graduation rate as well as student achievement 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.

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. The review concentrated on declining student achievement and the declining graduation rate.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Robert Hagerman, Assistant Director, Office of Professional Preparation (Certification)

West Virginia Department of Education Team Leader and Technology – Brenda Morris, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Vicki L. Bombard	Middle School Assistant Principal	West Fairmont Middle School Marion County
Stephen Higgins	Closing the Achievement Gap Liaison (CAG)	Marion County
Steve Malnick	Middle School Principal	Monongah Middle School Marion County
David R. Mazza	Middle School Assistant Principal	Bridgeport Middle School Harrison 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%

PADEN CITY HIGH SCHOOL

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
07	34	32	34	32	100.00	15.63	21.88	40.63	18.75	3.13	62.50
08	21	20	20	19	95.24	42.11	31.58	21.05	5.26	0.00	26.32
11	20	19	20	19	100.00	42.11	15.79	36.84	5.26	0.00	42.11

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	34	32	34	32	100.00	9.38	21.88	40.63	25.00	3.13	68.75
08	21	20	20	19	95.24	26.32	31.58	26.32	10.53	5.26	42.11
11	20	19	20	19	100.00	36.84	26.32	10.53	26.32	0.00	36.84

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	71	33	37
White	70	33	36
Special Education	14	1	12
SES	34	10	23

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	71	37	33
White	70	36	33
Special Education	14	1	12
SES	34	12	21

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED/TAUGHT 2010-2011			
High School	AP Courses Offered/Taught	Honors Courses Offered/Taught	College Credit Courses Offered/Taught
Paden City High	6/0	3/0	1/1

AP Courses: Six AP courses were offered and no classes were taught because of lack of student interest.

Honors Courses: Three Honors courses were offered and no classes were taught because of lack of student interest.

College Credit Classes: College English

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)					
Paden City High	2005-06	2006-07	2007-08	2008-09	2009-10
10 th Grade Test Takers (%)	0.0	0.0	0.0	0.0	0.0
11 th Grade Test Takers (%)	0.0	0.0	0.0	0.0	0.0
12 th Grade Test Takers (%)	0.0	7.1	0.0	3.5	0.0
10 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0	0.0
11 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0	0.0
12 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0	0.0

The school must investigate ways to encourage students to take advanced courses

ESTIMATED COLLEGE GOING RATE FALL 2009		
	Number of High School Graduates 2008-09	Overall College Going Rate Percentage
State	18,418	61.5%
Wetzel County	243	63.8%
Paden City High	27	77.8%

Source: West Virginia College Going Rates By County and High School Fall 2009, West Virginia Higher Education Policy Commission.

The estimated college going rate (fall 2009) of students enrolled for Paden City High School (77.8 percent) was significantly higher than the State (61.5 percent) and Wetzel County (63.8 percent).

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2009					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,311	1,291	15.53%	2,020	24.31%
Wetzel County	131	25	19.08%	51	38.93%
Paden City High	19	3	15.79%	5	26.32%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2009 (census).

The percentage of high school graduates from Paden City High School enrolled in Developmental English at 15.79 percent and Developmental Mathematics at 26.32 percent in college was at a rate relative to the State (English – 15.54 percent and Mathematics – 24.31 percent) and lower than that of Wetzel County (English – 19.08 percent and Mathematics – 38.93 percent).

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).

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.

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.

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.

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.
- 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.

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.

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.

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.

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.

Education Performance Audit Summary

Paden City High School's Education Performance Audit concentrated on the declining student achievement and the declining dropout rate. The Team also conducted a resource evaluation to assess the resource needs of the school.

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

7.1.5. Instructional strategies (one co-teacher was not involved in instruction and dodge ball was observed).

7.2.3. Lesson plans and principal feedback (three sets of lesson plans were inadequate).

The Team presented two recommendations (7.1.7. Library/educational technology access and technology application and 7.6.4. Teacher and principal internship), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Paden City High School and Wetzel County to correct the findings noted in the report by the next accreditation cycle.