

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

PARKERSBURG HIGH SCHOOL

WOOD COUNTY SCHOOL SYSTEM

JULY 2005

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

| | Page |
|---|-----------|
| Introduction..... | 2 |
| Education Performance Audit Team | 2 |
| School Performance | 4 |
| Annual Performance Measures for Accountability | 7 |
| Education Performance Audit..... | 7 |
| Initiatives for Achieving Adequate Yearly Progress | 7 |
| High Quality Standards..... | 8 |
| Indicators of Efficiency..... | 12 |
| Building Capacity to Correct Deficiencies..... | 13 |
| Identification of Resource Needs | 14 |
| Early Detection and Intervention | 15 |
| School Accreditation Status | 16 |

INTRODUCTION

An announced Education Performance Audit of Parkersburg High School in Wood County was conducted on May 31, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Monica Beane, Coordinator, Office of Professional Preparation

West Virginia Department of Education Team Leader – Michael Kees, Coordinator, Office of Instructional Services

TEAM MEMBERS

| Name | Title | School/County |
|----------------------|--------------------------|---|
| Mark Gunther | High School Teacher | Liberty High Raleigh County |
| Dr. Mary Harris-John | Assistant Professor | Marshall University |
| Sue Hollandsworth | Administrative Liaison | Pocahontas County |
| Angela Madia | Coordinator | Harrison County |
| Randy Nutter | Middle School Principal | Pleasants County Middle Pleasants County |
| Ernest Powers | High School Teacher | South Charleston High Kanawha County |
| Gary Price | Administrative Assistant | Marion County |

| Name | Title | School/County |
|-----------------|-----------------------------------|-----------------------------------|
| Carroll Staats | Board Member | Jackson County |
| Clyde Stepp | High School Principal | Liberty High Raleigh County |
| Karen Talbert | Assistant Middle School Principal | Spencer Middle Roane County |
| Thomas Williams | High School Principal | St. Albans High Kanawha County |

SCHOOL PERFORMANCE

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

96 WOOD COUNTY

William A. Niday, Superintendent

501 PARKERSBURG HIGH SCHOOL - Needs Improvement

Ralph Board, Principal

Grades 10 - 12

Enrollment 1386

| Group | Number Enrolled for FAY | Number Enrolled on April 20 | Number Tested | Participation Rate | Percent Proficient | Met Part. Rate Standard | Met Assessment Standard | Met Subgroup Standard |
|------------------------------|-------------------------|-----------------------------|---------------|--------------------|--------------------|-------------------------|-------------------------|-----------------------|
| Mathematics | | | | | | | | |
| All | 474 | 495 | 476 | 96.16 | 70.89 | Yes | Yes | ✓ |
| White | 459 | 478 | 460 | 96.23 | 70.88 | Yes | Yes | ✓ |
| Black | ** | ** | ** | ** | ** | NA | NA | NA |
| Hispanic | ** | ** | ** | ** | ** | NA | NA | NA |
| Indian | * | * | * | * | * | * | * | * |
| Asian | ** | ** | ** | ** | ** | NA | NA | NA |
| Low SES | 144 | 157 | 146 | 92.99 | 54.07 | By Improvement | Confidence Interval | ✓ |
| Spec. Ed. | 62 | 66 | 59 | 89.39 | 18.18 | No | No | ✗ |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 474 | 495 | 476 | 96.16 | 81.40 | Yes | Yes | ✓ |
| White | 459 | 478 | 460 | 96.23 | 81.71 | Yes | Yes | ✓ |
| Black | ** | ** | ** | ** | ** | NA | NA | NA |
| Hispanic | ** | ** | ** | ** | ** | NA | NA | NA |
| Indian | * | * | * | * | * | * | * | * |
| Asian | ** | ** | ** | ** | ** | NA | NA | NA |
| Low SES | 144 | 157 | 146 | 92.99 | 70.37 | By Improvement | Confidence Interval | ✓ |
| Spec. Ed. | 62 | 66 | 59 | 89.39 | 21.81 | No | No | ✗ |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 81.8%**

Adequate Yearly Progress (AYP) Information by Class

| Mathematics | | | | | | | | | | | |
|--------------------|--------------------|-----------------|---------------|-------------------|-------------------|---------------|----------------------|----------------|----------------------|----------------------|-------------------|
| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 10 | 495 | 474 | 476 | 457 | 96.16 | 7.22 | 21.88 | 43.11 | 15.54 | 12.25 | 70.90 |

| Reading | | | | | | | | | | | |
|----------------|--------------------|-----------------|---------------|-------------------|-------------------|---------------|----------------------|----------------|----------------------|----------------------|-------------------|
| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 10 | 495 | 474 | 476 | 457 | 96.16 | 3.94 | 14.66 | 34.14 | 30.63 | 16.63 | 81.40 |

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

| 4.0 | | 3.5 | | 3.0 | | 2.5 | | 2.0 | | 1.5 | | 1.0 | | N | | Total Freq. |
|------|----|------|----|------|-----|------|-----|------|-----|------|----|------|----|------|----|----------------|
| Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| 32 | 7% | 37 | 8% | 113 | 24% | 88 | 19% | 165 | 35% | 19 | 4% | 7 | 2% | 5 | 1% | 466 |

Note: Ninety-three percent (93%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students

% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Presidential Physical Fitness Test (PPFT) scores are applicable only through Grade 9; therefore, Parkersburg High School (a Grade 10 – 12 school) did not have PPFT results.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Parkersburg High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included special education students (SE).

Parkersburg High School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. The county staff and school staff are urged to address this subgroup in the county and school Unified Improvement Plans and apply interventions to close the achievement gap for SES and SE students.

5.1.2. Participation rate.

One subgroup designated in 5.1.2. Participation rate, included special education students (SE). Furthermore, the school achieved AYP in participation rate for the SES subgroup in mathematics and reading/language arts by improvement. The county and school are urged to vigorously address these issues.

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 Temporary Accreditation status at the September 10, 2004 State Board meeting.

The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standards and the West Virginia Board of Education upgraded Parkersburg High School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Parkersburg High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.7. Library/educational technology access and technology application. The Parkersburg High School Library Media Center utilized technology to provide media access to students beyond the regular school day. The library was a warm, inviting area in which students had unlimited access with total access possible through the Destiny program. This program enabled all library materials to be accessed online.

- 6.1.9. Programs of study.** Parkersburg High School provided an outstanding foreign language program with total immersion in the specific language content. The Team conducted classroom observations and teacher/student interviews and saw abundant evidence that the curriculum and instructional delivery were of high quality and should be effective for student achievement.
- 6.1.14. Alignment with job market opportunities.** Parkersburg High School provided realistic career opportunities for students in multiple areas, including but not limited to: Home economics, special education, business, vocational, and educational technology.
- 6.5.1. Parents and the community are provided information.** Parkersburg High School's mathematics classes utilized technology to communicate daily lesson plans online with a tutorial feature available for student and parent access. This program provided an excellent method of communicating student progress to parents.
- 6.7.1. School rules, procedures, and expectations.** Parkersburg High School (PHS) developed a Crisis Management Plan as a part of the School Safety Manual. The plan was thorough and efficient and will provide for a safer atmosphere at the school. Wood County is considering adopting the PHS Safety Manual as a countywide safety manual.
- 7.1.3. Facilities.** The Team commended Parkersburg High School for efficient and effective operations in a clean, well-kept environment, considering the age of the facility. The main part of the building was constructed in 1917. It was evident that the students and staff had a great deal of pride in their facility.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standards (5.1.1. Achievement – SE and 5.1.2. Participation rate – SE).

6.1. Curriculum

- 6.1.2. 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)**

The Team observed at least eight (8) classrooms in which the teachers stopped instruction prior to the end of class. In one classroom, the teacher stopped instruction six (6) minutes early and dismissed students to lunch early.

- 6.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

The Team found a general lack of consistency for chemical storage. Several bottles had labels that were worn to the point in which the contents could not be properly identified. The Team observed chemicals packed in boxes on the floor.

6.2. Student and School Performance

- 6.2.3. 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)

The Team found that there was little or no evidence of feedback from the administration regarding lesson plans. The administrator admitted only providing feedback once this year (2004-2005) and was not able to provide any evidence of feedback to improve instruction. In addition, the special education teachers involved with inclusion did not provide evidence of lesson plans for inclusion classes. Three teachers commented, “We are not the teacher of record, so we just use the regular teacher’s lesson plans.”

RECOMMENDATIONS

- 6.1.7. Library/educational technology access and technology application.** The Team observed that 12 of 26 computers in a laboratory on the third floor were not functioning properly. The Team recommended that Parkersburg High School utilize RESA V and/or other avenues to ensure the computers are repaired and functioning properly.

While the Team saw evidence that the computer laboratory was used by English classes, nothing was available to support technology use by the other content areas. The Team recommended that Parkersburg High School utilize computers and other technology in all content areas on a regular basis.

Several computers were stationed on folding tables. The Team recommended that computers be stationed on properly supported workstations to ensure student and staff safety.

- 6.6.3. Evaluation.** The Team interviewed several teachers who were not aware of their evaluation cycle. The Team recommended that the administration provide information to teachers regarding the evaluation cycle.

- 6.7.2. Policy implementation.** The Team was concerned about potential safety issues pertaining to the open school campus concept. The Team observed several exit doors that were unlocked and not monitored throughout the day. Several students and teachers expressed concern for student safety during interviews with Team members. The Team recommended that Parkersburg High School staff lock outside exit doors and close the campus to unauthorized persons. Additionally, the Team recommended that teachers monitor the hallways during class change.

Exemplary Programs & Practices

6.1.9. Programs of Study.

Title: World Language Department

Description of Program

The world language courses offered at Parkersburg High School reflect the national standards and what the national language organizations deem important in a contemporary language program. The teachers teach in and through their languages, rather than at their languages. Courses are conducted 85-100% of the time in the target language except for language comparisons; in the second year honors and in all upper-level courses, the target language is the language of instruction 100% of the time.

The courses are communication-based. All students, even those in level I, use their target language for interpersonal, interpretive, and presentational reasons. They are engaged and directly involved in their language learning because they are immersed in the language and culture and are required to remain on-task during the entire class time. The teachers' carefully articulated lesson plans are designed to promote students' skills progression and provide real-world use of the language. As regards the classical language, Latin, perfecting grammar concepts, expanding vocabulary, focusing on word etymology, translating continuous Latin, and investigating historical and cultural facts help make that program so successful.

Because the courses are also content-based, students learn through themed units. The teachers do not rely solely on the provided textbook materials but create and incorporate connections with other disciplines such as art, music, and history. Culture is an important aspect of the language being studied and it is presented by integrating authentic documents/products [songs, pieces of art, literature (stories and poetry), maps, and other regalia] in the target language. Students are exposed to different practices and perspectives through such products as they learn language. Creative projects offer students at all levels the chance to incorporate their personal interests while sharing their efforts and knowledge with their classmates.

Opportunities for students to use their language skills abound. The spring Justo Lamas concert is just one example: area schools are invited to bring their Spanish students to join ours for this instructional-based musical presentation which involves pre-teaching songs to be heard and dances to be performed. The students are exposed to the language through the culture and become actively engaged in the concert.

The world language department teachers are not content to "rest on their laurels"; they make a constant effort to improve their instruction and thus the students' use and retention of the language. The teachers' research, read, and implements the various learning theories and differentiates instruction to address multiple intelligences and learning styles. They exert extraordinary effort to use the language in such a way that enables the greatest number of

students to understand and become involved with the subject matter. Their lessons incorporate a constant use of scaffolding to support the students in their language learning efforts. Opportunities for before and after school tutoring are given on a year-round basis for those in need of additional help and acceleration is offered to more advanced students. Currently two AP courses are offered and they also counsel the feeder school teachers in the vertical-teaming approach to French and Spanish.

Summary of Results:

Students learn language that they can and do actually use to communicate, not only with one another and the department members, but also with native speakers they encounter wherever they may be. Because they have been required to communicate in their language class, not just manipulate the vocabulary and the grammar, students are able to apply the language on a personal basis to communicate their needs, ideas, and opinions. Having been exposed to the culture of the language, students are more receptive to differences among various communities and more aware of the similarities of all language speakers.

The world language department has numerous finalists and state champions every year on the National French and Spanish Exams. Many students also receive college credit for AP courses taken as well as for their superior performances on university placement tests. Outstanding students are chosen as members of the National French/Latin/Spanish Honor Societies, and some have received travel awards and scholarships for their language study.

The world language department members have also been honored by their former students as favorite educators of the Governor's Honor Academy attendees, one as the outstanding educator of a Presidential Scholar, and one as the educator of distinction of a national Coca-Cola Scholar. More importantly, the department is respected state-wide for the excellence of their language program. Department members are part of their professional organizations, attend language conferences, and contribute to their profession. Their innovative instructional methods are presented at state, regional, and national conferences. Two teachers are members of the American Council of Teachers of Foreign Language's New Visions Committee, one is a member of the state Program Review Board, and one is a member of the state commission on international education. In the department are several past state language organization office holders, two National Board Certified Teachers, and three past recipients of the state Foreign Language Teacher of the Year recognition (nominated and selected by their peers' state wide).

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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.

None identified.

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

| HIGH QUALITY STANDARDS | RECOMMENDED RESOURCES |
|---|---|
| 6.1.2. High expectations. | West Virginia Department of Education Office of Instructional Services (304) 558-7805 |
| 6.1.3. Learning environment. | West Virginia Department of Education Office of Instructional Services (304) 558-7805 |
| 6.2.3. Lesson plans and principal feedback. | West Virginia Department of Education Office of Instructional Services (304) 558-7805 |

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified Improvement Plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.

The Team determined that Parkersburg High School and Wood County Schools have the capacity to correct the identified deficiencies and increase student achievement to meet adequate yearly progress (AYP).

Given the low performance results in the economically disadvantaged (SES) and special education (SE) subgroups, it is recommended that Parkersburg High School and Wood County pursue assistance from RESA V and the West Virginia Department of Education in order to investigate and implement programs and practices to increase 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.

- 17.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 17.1.1. School location.** The school site was not removed from undesirable noise and traffic.
- 17.1.11. Grades 6-12 science facilities.** The science facilities did not have adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of building.
- 17.1.14. Food service.** The food service seating area did not have the capability to accommodate three-eighths of the student body.

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.

None identified.

School Accreditation Status

| School | Accreditation Status | Education Performance Audit High Quality Standards | Annual Performance Measures Needing Improvement | Date Certain |
|-------------------------|---------------------------|--|---|------------------------------|
| 96-501 Parkersburg High | Conditional Accreditation | 6.1.2; 6.1.3; 6.2.3 | | |
| | | | 5.1.1 (SE) 5.1.2 (SE) | May 31, 2007 May 31, 2005 |

Education Performance Audit Summary

The Team identified three (3) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement and 5.1.2. Participation rate for the special education (SE) subgroup, and presented three (3) recommendations.

Parkersburg High School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the areas of deficiency (5.1.1. SE and 5.1.2. SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Parkersburg High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.