

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

PHILIPPI MIDDLE SCHOOL

BARBOUR COUNTY SCHOOL SYSTEM

MAY 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Philippi Middle School in Barbour County was conducted on March 30, 2006. 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 Five-Year Strategic Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroup 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 – Don Chapman, Assistant Director,
Office of Healthy Schools

TEAM MEMBERS

Name	Title	School/County
Barbara Allen	Elementary School Principal	Flatwoods Elementary Braxton County
Gary Higginbotham	Middle School Principal	Ravenswood Middle Jackson County
Marian Kajfez	Director, Program Development & Support Services	RESA-VI

SCHOOL PERFORMANCE

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

02 BARBOUR COUNTY

R. Matthew Kittle, Superintendent

303 PHILIPPI MIDDLE SCHOOL – Needs Improvement

James D. Sprouse, Principal

Grades 06 - 08

Enrollment 340

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	326	343	340	99.12	72.22	Yes	Yes	✓
White	312	327	324	99.08	72.90	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	231	247	244	98.78	68.12	Yes	Yes	✓
Spec. Ed.	77	83	81	97.59	30.26	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	326	343	341	99.41	70.98	Yes	Confidence Interval	✓
White	312	327	325	99.38	71.61	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	231	247	245	99.19	65.06	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	77	83	82	98.79	23.68	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.5%

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
06	116	112	114	111	98.28	9.91	18.92	41.44	19.82	9.91	71.17
07	107	100	106	99	99.07	9.09	19.19	52.53	17.17	2.02	71.72
08	120	114	120	114	100.00	9.65	16.67	38.60	26.32	8.77	73.68

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	116	112	115	111	99.14	8.11	27.03	36.04	20.72	8.11	64.86
07	107	100	106	99	99.07	8.08	16.16	52.53	20.20	3.03	75.76
08	120	114	120	114	100.00	4.39	22.81	40.35	24.56	7.89	72.81

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

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE - WV	21040	2%	24%	57%	14%	3%	27%	73%
BARBOUR COUNTY	190	1%	27%	60%	9%	3%	28%	72%
PHILIPPI MIDDLE	98	1%	33%	62%	1%	3%	34%	66%

Physical Assessment - Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
40.41%	2003-04
40.82%	2002-03
42.729%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Philippi Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education (SE) subgroup in reading/language arts. In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education upgraded the school's rating to Conditional Accreditation status at the February 2006 State Board meeting with a May 31, 2008 Date Certain to achieve AYP.

Philippi Middle School achieved AYP in the all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups in reading/language arts only by application of the confidence interval and in the special education (SE) subgroup in mathematics by the safe harbors provision. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to close the achievement gap for these students.

The Grade 7 Statewide Writing Assessment percent At or Above Mastery (66 percent) was below the county and state's scores.

The following professional development and/or training opportunities were provided by the West Virginia Department of Education, RESA VII, county and/or school.

1. Reading Advantage.
2. Reading in the Content Areas.
3. Brain Research and Reading.
4. Writing Assessment.
5. Soliday System.
6. Young Writers School Coordinators.
7. Modern Elementary School Curriculum.
8. Diagnosis and Corrective Reading Difference.
9. Discovering Algebra/Geometry.
10. Middle School Holt Textbook Orientation.
11. Professional Learning Community.
12. Monitoring Student Progress.
13. Parent/Student/Community Engagement.
14. Proficiency in Sentence.
15. Paraphrasing Strategy.
16. Planning Positive Support.
17. WESTEST Analysis.
18. Content Standards and Objectives (CSOs) Prioritization.
19. Individualized Education Program (IEP) Workshop.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.5. **Instructional strategies.** The Team noted an exceptional range of varied instructional strategies being used throughout the building. Teachers utilized different teaching modalities as suggested by West Virginia Board of Education Policy 2510.
- 6.2.3. **Lesson plans and principal feedback.** The faculty developed thorough lesson plans that were clear and concise, correlated with the Content Standards and Objectives (CSOs), and could easily be followed by a substitute teacher. It was evident through classroom observations and content of lesson plans that the teachers based their instruction on the CSOs.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 - SE)

6.1. Curriculum

- 6.1.6. **Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

The Team interviewed teachers and students and found that all teachers were not providing instruction in writing to all students on a weekly basis. While some teachers were teaching writing on a regular basis, many stated that they conducted writing activities only on a sporadic basis. The Team also found that student writing was not consistently collected and corrected for spelling, punctuation, content, and grammar. Writing Assessment percent At or Above Mastery (66 percent) indicated that the school staff needed to emphasize instruction in writing.

- 6.1.7. **Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

Teacher interviews, student interviews, and Team observations indicated that technology integration throughout the school was nearly nonexistent in the classrooms. The Team further noted that computer laboratories were minimally utilized throughout the day of the Education Performance Audit and students interviewed confirmed this. Classroom computers were not observed to be used. The Team recommended that the administration move computers from the classrooms into another space to create more

computer availability and usage and that the technology be utilized to enhance instruction.

6.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

Team members found that one health textbook series (Glencoe Course 3) was being used for Grades 6, 7, and 8. It would be difficult, if not impossible, to meet the Content Standards and Objectives (CSOs) for each of these classes using the same textbook each of the three years.

6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

A schoolwide Multicultural Plan had been developed; however, the teachers and students were not able to articulate this plan or the various parts of it. Multicultural activities were described as “Martin Luther King Day, lessons from social studies textbooks, and two speakers.” This did not satisfy the requirements of West Virginia Board of Education Policy 2421.

6.2. Student and School Performance

6.2.1. Unified County and School Improvement Plan. A Unified County Improvement Plan and a Unified School 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.

While the school had developed a Five-Year Strategic Plan, the teachers could not articulate the various components of this plan. It was not evident that all teachers were using this document to help drive the curriculum. It was indicated that the principal developed the plan with limited involvement from the staff and had the goals approved by the Local School Improvement Council (LSIC).

6.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

Teachers reported and the Team observed that the mathematics and reading/language arts teachers were using the WESTEST data; however, there was little or no evidence that the other subject area teachers were using the data.

6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

One item on the latest Fire Marshal Report (2/8/05) had not been corrected. This was stated as “door shall swing toward the means of egress travel in the band room near the band room storage room”.

6.5. Administrative Practices and School-Community Relations

- 6.5.2. Codes of conduct. The county and schools implement, investigate, and monitor the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)**

Some teachers and students indicated that they did not feel safe at the school. Incidences of student fights had increased this year as well as intimidation by a select group of students. The measures being taken to address this issue appeared to be reactive rather than proactive. Teachers stated that discipline was applied on an inconsistent basis. Teachers reported that, “There is a tolerance for low level incidence of infractions”. Enabling, tolerance and entitlement for disruptive behavior were also evident through Team observations and were supported in teacher interviews.

The Team observed students pushing and shoving throughout the day in the hallways during class changes. Student anger was reported to be an increasing problem at the school. The principal reported that over 100 students had been suspended this school year. Prevention programs as outlined in West Virginia Board Policy 4373, Peer Mediation/Conflict Resolution, Character Education, Student Assistance Teams and programs that address bullying and harassment were not evident.

6.8. Leadership

- 6.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Due to the number of deficiencies found at Philippi Middle School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA VII be sought to assist the building administrator in the operation of the school.

RECOMMENDATIONS

- 6.1.3. Learning environment.** The ventilation system in the classrooms was set to the automatic position. This did not allow ventilation/circulation to occur during occupancy of the building. The Team recommended that the ventilation system be set to the on position for proper ventilation.
- 6.1.5. Instructional strategies.** The special education delivery model consisted of a heavy reliance on self-contained classrooms and mainstreaming the higher achieving special education students with no support from the special education department. The Team recommended that collaboration/consultation be conducted to a greater extent and allow special education students exposure to content area specialists.

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 Philippi Middle School in providing a thorough and efficient system of education. Barbour 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 Barbour County or the accreditation status of the schools.

7.1.1. 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.

It is imperative that the administration, staff, and central office immediately investigate and implement programs that will be proactive in dealing with the increasing instances of bullying and harassment at the school. Teachers and students must feel safe in order for the educational process to be effective, and this was not evident through teacher and student interviews. This issue must be a priority of Philippi Middle School and Barbour County.

The computer laboratories were not being utilized effectively or efficiently. In view of the achievement of the special education (SE) subgroup, the Team determined that this technology should be used consistently for a more efficient and effective application to enhance student learning.

The Five-Year Strategic Plan needed to be effectively implemented and applied to result in improved student, school, and school system performance.

An effective method of analyzing WESTEST data was needed. The information found in these test results must be a driving force behind the planning and implementation of the schoolwide curriculum.

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 Philippi Middle School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.6. Instruction in writing.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.2.1. Unified County and School Improvement Plan.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.4. Data analysis.	West Virginia Department of Education Office of Assessment (304) 558-2546
6.4.1. Regulatory Agency Reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711
6.5.2. Codes of conduct.	West Virginia Department of Education Office of Legal Services (304) 558-3667
6.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

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 Five-Year Strategic Plan was not being utilized to improve the teaching and learning process in the special education (SE) subgroup in reading/language arts. The plan was not used for building capacity of the school for improved performance as it was not developed collaboratively, known by teachers, and implemented schoolwide. Capacity needs to be developed to improve student and school performance through a strong Five-Year Strategic Plan that is comprehensive, targets low performing subgroups, contains specific research-based activities, is implemented schoolwide, and is monitored periodically to assess effectiveness.

Teacher and student safety concerns must be addressed immediately and programs and procedures much be put into place that will assure that the facility is warm, inviting, safe, and conducive to the learning process.

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 did not have 11 acres + one acre for each 100 students over 600. The site was not suitable for special instructional needs, e.g., outdoor learning.
- 17.1.5. Library/media and technology center.** The library did not have newspapers, periodicals, and pamphlets for student use.
- 17.1.8. Grades 1-12 classrooms.** Rooms 25 and 28 did not have a teacher's desk and computer station.
- 17.1.10. Specialized instructional areas.** The art area did not have access to natural and artificial light. The music facility was not of adequate size, was not located away from quiet areas of the building, did not have adequate storage, and did not have acoustical treatment. The physical education facility did not have a display case.
- 17.1.11. Grades 6-12 science facilities.** All science rooms were not of adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment was not available in all science

classrooms: AC and DC current, air vacuum, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, darkening provisions, main gas shut-off, and adequate storage.

17.1.14. Food service. The food service area did not have a locker/dressing room.

17.1.15. Health service units. The health service unit did not have curtained or small rooms with cots or a work counter.

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.

Given the achievement levels of students in the special education (SE) subgroup, Philippi Middle School and Barbour County must implement high yield instructional practices that will improve students' achievement. Barbour County must actively pursue assistance from RESA VII, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
02-303 Philippi Middle	Conditional Accreditation	6.1.6; 6.1.7; 6.1.8;		
		6.1.12; 6.2.1; 6.2.4; 6.4.1; 6.5.2; 6.8.1	5.1.1 (SE)	May 31, 2008

Education Performance Audit Summary

The Team identified nine high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for the special education (SE) subgroup. The Team also presented two school initiatives for achieving adequate yearly progress (AYP) and two recommendations. The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Philippi Middle School’s Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance in the area of deficiency (5.1.1 SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Philippi Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a May 31, 2008 Date Certain to achieve adequate yearly progress (AYP).