

**OFFICE OF EDUCATION PERFORMANCE AUDITS**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MUSSELMAN MIDDLE SCHOOL**

**BERKELEY COUNTY SCHOOL SYSTEM**

**JULY 2006**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Musselman Middle School in Berkeley County on April 28, 2005.

A Follow-up Education Performance Audit of Musselman Middle School in Berkeley County was conducted April 28, 2006. The purpose of the follow-up 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."

**SCHOOL PERFORMANCE  
2003-2004**

**04 BERKELEY COUNTY**

Manual P. Arvon, II, Superintendent

**304 MUSSELMAN MIDDLE SCHOOL - Needs Improvement**

Willard Aikens, Principal

Grades 06 - 08

Enrollment 1099

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
<b>Mathematics</b>								
All	979	1,042	1,039	99.71	67.68	Yes	Yes	✓
White	940	991	988	99.70	67.94	Yes	Yes	✓
Black	12	15	15	100.00	58.33	NA	NA	NA
Hispanic	21	28	28	100.00	52.38	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	334	367	364	99.18	53.45	Yes	No	✗
Spec. Ed.	167	180	179	99.44	21.08	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	979	1,042	1,039	99.71	86.50	Yes	Yes	✓
White	940	991	988	99.70	86.26	Yes	Yes	✓
Black	12	15	15	100.00	83.33	NA	NA	NA
Hispanic	21	28	28	100.00	95.23	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	334	367	364	99.18	79.57	Yes	Yes	✓
Spec. Ed.	167	180	179	99.44	54.21	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed  
Attendance Rate = 97.7%**

## SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

### 04 BERKELEY COUNTY

Manual P. Arvon, II, Superintendent

### 304 MUSSELMAN MIDDLE SCHOOL - Needs Improvement

James Holland, Principal

Grades 06 - 08

Enrollment 1105

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
<b>Mathematics</b>								
All	1,016	1,099	1,096	99.72	76.99	Yes	Yes	✓
White	956	1,023	1,020	99.70	77.43	Yes	Yes	✓
Black	31	39	39	100.00	77.41	NA	NA	NA
Hispanic	24	32	32	100.00	58.33	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	367	402	401	99.75	68.30	Yes	Yes	✓
Spec. Ed.	170	191	189	98.95	36.90	Yes	Safe Harbors	✓
LEP	11	12	12	100.00	63.63	NA	NA	NA
<b>Reading/Language Arts</b>								
All	1,016	1,099	1,095	99.63	85.07	Yes	Yes	✓
White	956	1,023	1,019	99.60	85.18	Yes	Yes	✓
Black	31	39	39	100.00	90.32	NA	NA	NA
Hispanic	24	32	32	100.00	70.83	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	367	402	400	99.50	78.63	Yes	Yes	✓
Spec. Ed.	170	191	188	98.42	49.10	Yes	No	✗
LEP	11	12	12	100.00	63.63	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed  
Attendance Rate = 97.7%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### **Below Standard.**

#### **5.1.1. Achievement.**

Musselman Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: Economically disadvantaged students (SES) in mathematics and special education students (SE) in mathematics and reading/language arts. 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 standard and the West Virginia Board of Education upgraded Musselman Middle School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).

Students in the Racial/Ethnicity Black (B) and the Racial/Ethnicity Hispanic (H) subgroups were not considered in AYP because of the number (N) less than 50 in these subgroups. Achievement of students in the B and H subgroups was below the State's percent proficient. Berkeley County curriculum staff and school staff must monitor the achievement of these students and promote curriculum and instructional strategies that are designed to close the achievement gap.

### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** Musselman Middle School showed improvement in the WESTEST scores for students in the special education (SE) and economically disadvantaged (SES) subgroups in mathematics in the 2004-2005 school year and achieved adequate yearly progress (AYP) in both these subgroups. However, the school did not achieve AYP for the SE subgroup in reading/language arts.

**The principal and staff attributed the substantial increase in the students' WESTEST scores to the remedial program offered in the Plato Computer Lab which was attended by 300 to 400 students during the year.**

## EDUCATION PERFORMANCE AUDIT

### NONCOMPLIANCES

#### 6.1. Curriculum

**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)**

Moderately mentally impaired (MMI) classes in special education did not have grade level textbooks or funds in lieu of textbooks equal to funds used in regular classrooms.

### FOLLOW-UP REVIEW

**COMPLIANCE. Special education teachers interviewed by Team members indicated that they had access to the grade level textbooks.**

#### 6.6. Personnel

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

The Team identified the following licensure issues.

Four (4) teachers were teaching with a substitute permit, but did not hold a substitute waiver in the area in which they were teaching.

Several special education teachers were teaching subjects in which collaboration was required and not occurring:

Four teachers (language arts); one in language arts Grades 7 & 8);

One teacher (pre algebra/geometry, world geography Grade 7, math Grade 6, West Virginia studies Grade 8);

One teacher (reading Grades 6, 7, & 8);

One teacher (reading Grade 8); and

One teacher (pre geometry/algebra).

One teacher was teaching behavior disorders (BD) on permit in language arts and science, but did not have a science permit.

One teacher was teaching reading and did not have certification as a reading teacher.

One teacher certified in multi-subjects K-8 was teaching departmentalized Grade 8 developmental reading and learning skills without the proper certification.

### FOLLOW-UP REVIEW

**COMPLIANCE.**

## **RECOMMENDATIONS**

**6.1.7. Library/educational technology access and technology application.** Current classroom software was outdated and computer technology, although it was being used, was not being used to the fullest extent possible. In addition, computer usage for students with disabilities was somewhat limited and was sometimes limited to specific subject areas (specifically, for those students who received the majority of their core content instruction in the special education classrooms). The Team recommended that technology accessibility be increased and upgraded and that corresponding staff development be provided for all teachers relevant to the selection and use of appropriate software to enhance and vary classroom instruction.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The school received a new computer laboratory with up-to-date operating systems on the computers. Thirty-one computers with Windows 2000 Operating Systems had been donated to the school and placed into classrooms. All classrooms had two or three computers. The Kurtzweil Program, which scans in reading materials and reads it back to students, was provided for special education students who needed it.

**6.6.4. Teacher and principal internship.** Permanent special education substitute teachers who were not fully certified in areas for which they were responsible were not provided a formal orientation to prepare them for their teaching responsibilities. The Team recommended that an orientation program be established to assist permanent substitute teachers in the area of special education.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The school system personnel department provided an 18 hour orientation program for long-term substitute teachers. A local mentor program had also been established for long-term substitute teachers.

## **BUILDING CAPACITY TO CORRECT DEFICIENCIES**

- 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 Musselman Middle School, with the assistance of Berkeley County and RESA VIII has the capacity to correct the deficiencies in this report.

### **FOLLOW-UP CONCLUSION**

**Even though Musselman Middle School was able to make substantial achievement gains on the 2005 WESTEST, the special education (SE) subgroup failed to make adequate yearly progress (AYP) in reading/language arts; therefore, the deficiency in achievement had not been corrected.**



## SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-304 Musselman Middle	Conditional Accreditation		5.1.1 (SE)	May 31, 2007

### Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Berkeley County School System and continue the Conditional Accreditation status of Musselman Middle School with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).