

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BRAXTON COUNTY MIDDLE SCHOOL**

**BRAXTON COUNTY SCHOOL SYSTEM**

**DECEMBER 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Braxton County Middle School in Braxton County on November 16, 2004.

A Follow-up Education Performance Audit of Braxton County Middle School in Braxton County was conducted October 11, 2005. 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**

**08 BRAXTON COUNTY**  
Carolyn D. Long, Superintendent

**303 BRAXTON COUNTY MIDDLE SCHOOL - Needs Improvement**  
Denver Drake, Principal  
Grades 05 - 08  
Enrollment 765

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	744	781	768	98.34	66.16	Yes	Yes	✓
White	739	776	763	98.32	66.07	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	NA	NA
Low SES	457	468	459	98.08	58.92	Yes	Confidence Interval	✓
Spec. Ed.	127	135	128	94.81	15.57	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	744	781	767	98.21	75.27	Yes	Yes	✓
White	739	776	762	98.20	75.24	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	457	468	458	97.86	68.00	Yes	No	✗
Spec. Ed.	127	135	129	95.56	26.82	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY - Full Academic Year

\* - 0 students in subgroup

\*\* - Less than 10 students in subgroup

**Passed**

**Attendance Rate = 94.5%**

**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.

**08 BRAXTON COUNTY**  
Carolyn D. Long, Superintendent

**303 BRAXTON COUNTY MIDDLE SCHOOL - Needs Improvement**

Denver Drake, Principal  
Grades 05 - 08  
Enrollment 720

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	717	766	762	99.47	68.34	Yes	Yes	✓
White	708	755	751	99.47	68.22	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	432	468	464	99.14	58.97	Yes	Confidence Interval	✓
Spec. Ed.	112	128	127	99.21	20.72	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	717	766	763	99.60	74.68	Yes	Yes	✓
White	708	755	752	99.60	74.64	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	432	468	465	99.35	66.97	Yes	No	✗
Spec. Ed.	112	128	127	99.21	21.62	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 95.1%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

Braxton County 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) and special education students (SE). 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 Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

### FOLLOW-UP REVIEW

**NONCOMPLIANCE.** Braxton County Middle School failed to achieve adequate yearly progress (AYP) in the 2004-2005 school year in the SES subgroup in reading/language arts and the SE subgroup in both mathematics and reading/language arts. Even though the achievement of the SE subgroup showed improvement in mathematics, AYP was still not achieved.

The school actually demonstrated moderate progress in the all students (AS) and racial/ethnicity white (W) subgroups in mathematics and performed lower in the all students (AS), racial/ethnicity white (W), economically disadvantaged (SES), and special education (SE) subgroups in reading/language arts than in the previous years.

The school implemented several activities to improve achievement by improving curriculum delivery and instruction. Among these were several staff development activities:

1. **CRISS (Creating Independence through Student Owned Strategies).**
2. **Differentiated Instruction.**
3. **June 2005 Mathematics Academy (for teachers).**
4. **Kansas City Writing Project Strategies.**
5. **Mathematics workshops.**
6. **The school implemented, continued, or restructured student programs such as Summer School 2005 (with emphasis on reading, language arts and mathematics) and after-school tutoring, etc.**

7. **Full inclusion of special education students was implemented this school year.**

## **EDUCATION PERFORMANCE AUDIT**

### **NONCOMPLIANCES**

#### **6.1. Curriculum**

- 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)**

Students interviewed stated that they rarely utilized the computers. Computer logs were not up-to-date to verify student use of the computer laboratory. The Team also noted that very few classroom computers were being utilized.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The county provided additional technical support for the technology in the school through the Technology Director and the addition of a technology specialist to the county who was assigned part-time to Braxton County Middle School. Equipment had been repaired and new equipment had been installed. The Technology Director and technology specialist provided school staff training and support. The Team visited the computer laboratories and classrooms and reviewed laboratory use logs that showed the student and staff use of technology had improved.

#### **6.6. Personnel**

- 6.6.3. **Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

The school administrator had not completed some personnel observations and had not completed the correct number of observations as required by Policy 5310.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** School administrators had been provided training in implementing the personnel evaluations. A review of evaluations showed observations and evaluations were being completed in a timely manner.

- 6.6.4. **Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship**

**program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)**

The principal was not participating in a Principal Internship program.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. Mentors had been employed and were working with the principal and assistant principal.**

### **RECOMMENDATIONS**

**6.1.4. Instruction.** Classroom observations and student interviews, indicted that the “Flex” time was not being used effectively in some classrooms. The Team recommended that a structured instructional approach based on data analysis be applied during this instructional time period. The Team further recommended that the administrators monitor the curriculum and instruction taking place to determine that the needs of the subgroups are addressed.

### **FOLLOW-UP REVIEW**

**RECOMMENDATIONS FOLLOWED. Schedules were restructured and flex time had been eliminated. The staff analyzed test results and identified student weaknesses and was using this information in classroom instruction. Curriculum and instruction were being monitored by the administrators through lesson plan reviews, classroom walkthroughs, and evaluation observations.**

**6.1.5. Instructional strategies.** Teachers interviewed stated that various teaching strategies were used. However, classroom observations failed to reveal varied instructional strategies in some classrooms. The Team recommended that all teachers implement a variety of instructional strategies as recommended by Policy 2510 to motivate all students and particularly those in the economically disadvantaged (SES) and special education (SE) subgroups that preformed below the proficient level.

While collaboration was taking place, teachers had not been trained on the proper techniques of collaboration. The Team recommended that teachers receive training on effective collaboration techniques and apply those techniques.

A special education teacher was observed rewarding the students’ behavior in a Behavior Disorder class with 24 ounce bottles of Mountain Dew (one bottle per child). This reward was counterproductive in both student nutrition and behavior. The Team recommended that the practice of rewarding behavior with soda be eliminated and another positive reinforcement be considered.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** Several workshops in instructional strategies and collaboration had been provided. Student rewards had been modified to be more appropriate.

**6.2.2. Counseling services.** A counselor was unable to provide evidence substantiating that 75 percent of the time was spent counseling students in individual, group, or classroom settings. The Team recommended that the counselor maintain a schedule or log that shows the time spent in direct student counseling.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**



## **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 Braxton County Middle School and Braxton County have the capacity to correct the noncompliances listed in the report.

### **FOLLOW-UP CONCLUSION**

**Although effort had been made by the school and county, with support from RESA IV and the West Virginia Department of Education, student achievement in two of the No Child Left Behind (NCLB) subgroups did not meet adequate yearly progress (AYP). Braxton County Middle School and the Braxton County School System have not realized the capacity to demonstrate substantial improvement in any of the subgroups identified by the *No Child Left Behind Act of 2001* (NCLB).**

## **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 economically disadvantaged students (SES) and special education (SE) subgroups, Braxton County Middle School and Braxton County must implement curriculum and instruction that will improve students' achievement. Braxton County must actively pursue assistance from RESA IV, 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.

### **TEAM SUMMARY**

**Assistance to improve student achievement had been provided by RESA IV and the West Virginia Department of Education in the form of several staff development training sessions for the instructional staff. Examples of training assistance received from RESA IV included: Mathematics workshops, instructional strategies for teachers, make and take workshops, new textbook evaluations, Kansas City Writing Project Strategies, and use of calculator workshop.**

**The West Virginia Department of Education provided assistance by presenting staff development programs on Ruby Payne Training, Diverse Learners Seminars, and Differentiated Instruction classes.**

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION  
STATUS**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
08-303 Braxton County Middle	Conditional Accreditation		5.1.1 (SES/SE)	May 31, 2007

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