

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

FOLLANSBEE MIDDLE SCHOOL

BROOKE COUNTY SCHOOL SYSTEM

DECEMBER 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Follansbee Middle School in Brooke County was conducted on October 19, 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 – Serena Starcher, Coordinator, Office of Professional Preparation (Certification)

TEAM MEMBERS

Name	Title	School/County
Don Bower	Elementary School Principal	Beale Elementary Mason County
Matt DeMotto	Primary School Assistant Principal	Nutter Fort Primary Harrison County
Nicolette Kacmarek	Elementary School Principal	Madison Elementary Ohio County
Pattae Kinney	Elementary School Assistant Principal	West Milford Elementary Harrison County
Michelle Snyder	Elementary School Principal	Bethlehem Elementary Ohio County
Thomas Wood	High School Assistant Principal	John Marshall High Marshall County

SCHOOL PERFORMANCE

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

10 BROOKE COUNTY
Charles F. Baker, Superintendent
301 FOLLANSBEE MIDDLE SCHOOL - Needs Improvement
Joseph Martray, Principal
Grades 05 - 08
Enrollment 627

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	602	620	617	99.51	79.16	Yes	Yes	✓
White	591	608	606	99.67	78.94	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	227	239	236	98.74	70.66	Yes	Yes	✓
Spec. Ed.	79	83	83	100.00	31.64	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	602	620	617	99.51	84.33	Yes	Yes	✓
White	591	608	606	99.67	84.38	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	227	239	236	98.74	73.33	Yes	Confidence Interval	✓
Spec. Ed.	79	83	83	100.00	32.91	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 99.9%

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
05	141	135	141	135	100.00	0.74	23.70	49.63	18.52	7.41	75.56
06	150	146	150	146	100.00	2.74	13.01	48.63	26.71	8.90	84.25
07	165	161	163	159	98.79	5.66	17.61	51.57	20.75	4.40	76.73
08	164	160	163	160	99.39	6.88	13.13	52.50	17.50	10.00	80.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	141	135	141	135	100.00	4.44	16.30	42.22	27.41	9.63	79.26
06	150	146	150	146	100.00	2.74	9.59	49.32	34.25	4.11	87.67
07	165	161	163	159	98.79	3.77	13.21	45.28	29.56	8.18	83.02
08	164	160	163	160	99.39	2.50	10.63	41.25	32.50	13.13	86.88

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
FOLLANSBEE MIDDLE	152	1%	36%	54%	8%	1%	38%	63%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
38.77%	2003-04
43.16%	2002-03
45.248%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Follansbee Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement of the special education (SE) subgroup in mathematics and 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 continued the school's Conditional Accreditation status at the September 2005 State Board meeting.

Follansbee Middle School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts subgroup only by application of the confidence interval and may experience deficiencies if interventions are not applied. The economically disadvantaged (SES) subgroup achieved mastery in mathematics and performed above (70.66 percent) the State's average (68 percent) in mathematics. However, this subgroup performed substantially below the all students (AS) (79.16 percent) and racial/ethnicity white (W) (78.94 percent) subgroups. Brooke County and Follansbee Middle School must be mindful of this achievement disparity and implement high-yield instructional strategies to close the achievement gap of the SES subgroup.

The following professional development and/or training opportunities were provided by the county and/or school.

1. WESTEST Data Analysis.
2. Collaboration.
3. Special Education Forums.
4. Writing Assessment Forums.
5. Wilson Reading.
6. Introduction to Autism Spectrum Disorders.
7. Read Please.
8. Building Safe Schools and Healthy Communities: The West Virginia Response.
9. Current Issues in Education.
10. University of Kansas Learning Strategies.
11. How to Reach Young Adult Readers & Writers.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.3. Learning environment. Students and staff took pride in maintaining their building and keeping it clean. Bulletin boards and other educationally stimulating materials were displayed throughout the building. Students exhibited excellent behavior and manners. They were helpful and courteous during the Team's visit.

The Team observed that students were focused, on task, and engaged in the learning process. Teachers exhibited high expectations for students in this area as class time was being used effectively for instruction.

6.7.1. School rules, procedures, and expectations. The school environment was calm, safe, and nurturing. The students and staff indicated that they felt safe and secure. The presence of the Prevention Resource Office (PRO) contributed to the school environment.

6.8.1. Leadership. The Team commended the assistant principal for his professional behavior and devotion to student education. The assistant principal was prepared, organized, exhibited a commitment for education endeavors, and created an atmosphere that fostered a highly organized school. He was a positive role model for students and staff and his professional leadership exhibited pride and ownership in the school.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SE)

6.1. Curriculum

6.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

The Team observed inconsistencies among the faculty members concerning the lesson plans and teaching the Content Standards and Objectives (CSOs). Some teachers could not articulate or demonstrate how the CSOs were utilized to guide their classroom 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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

The Team observed two instructional aides instructing six cognitively impaired students through a craft project. The aides stated that the two licensed teachers were out of the building on a field trip.

6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Special education teachers were not closely incorporated into the development and implementation of the curriculum as they should have been. Teacher interviews indicated that special education teachers viewed their role as aides/monitors rather than teachers. Special education teachers also stated that they were “not the professional/expert” in the content areas.

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 observed classrooms and interviewed teachers and students and reported that all teachers were not giving writing assignments to all students on a weekly basis. The Team also found that not all of the student writing was collected and corrected for spelling, punctuation, and grammar.

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)

Some lesson plans were difficult to follow and would be difficult for a substitute teacher to implement. Plans needed to be enhanced to guide instructional activities. Two teachers did not have lesson plans for Team review and many had only minimal information contained in their plans for the class.

RECOMMENDATIONS

6.1.2. High expectations. While co-teaching was being implemented throughout the building, teacher interviews indicated that staff development on co-teaching had not been provided. The Team recommended that appropriate and on-going staff development on co-teaching be provided to the staff.

6.1.4. Instruction. Special education co-teachers and general education teachers did not have a common planning time. A common planning time would be beneficial to increasing student achievement. The Team recommended that the schedule be revisited to provide regular common planning opportunities for special education co-teachers and general education classroom teachers.

6.1.12. Multicultural activities. During the administrative interview, a multicultural program log was presented. Interviews with classroom teachers indicated that teachers were not aware of a county multicultural plan. The Team recommended that the teachers be made aware of the county's multicultural plan and align school activities accordingly.

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 Follansbee Middle School in providing a thorough and efficient system of education. Brooke 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 Brooke 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.

The effectiveness of collaboration between general education teachers and special education teachers must be improved. Given the low test scores in the special education (SE) subgroup, it is imperative that this issue be addressed as soon as possible. Assistance may be requested from the West Virginia Department of Education, Office of Instructional Services and Office of Special Education.

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.

In consideration that only 63 percent of the 152 students assessed scored at or above mastery on the Statewide Writing Assessment, and that instruction in writing was not a component of every child's weekly curriculum or corrected and graded, Follansbee Middle School needs to revise their schoolwide writing process to ensure that all students write in each class at least once per week.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.1. Curriculum based on content standards and objectives.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.6. Instruction in writing.	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 Follansbee Middle School and Brooke County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the special education department to provide quality services. The Team recommended that the Brooke County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA VI in developing the school's capacity to improve the school's achievement of the special education students.

16.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system.

Brooke County has provided an abundance of staff development in programs and practices to improve student performance. It would be beneficial if staff development programs were continuous and sustained to lead to the results of student performance. Student specific levels of achievement needed to have weaknesses addressed with learning sequences applied to students' prior knowledge. Assessment must be on-going with identified criteria linked to students' mastery of the Content Standards and Objectives (CSOs).

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.** There was not at least 11 acres + 1 acre for each student over 600.
- 17.1.15 Health service units.** A cot or a refrigerator with locked storage was not available.

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, Follansbee Middle School and Brooke County must implement high yield instructional strategies that will improve students' achievement. Brooke County must actively pursue assistance from RESA VI, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Instruction must be data-driven and 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
10-301 Follansbee Middle	Conditional Accreditation	6.1.1; 6.1.2; 6.1.5; 6.1.6; 6.2.3		
			5.1.1 (SE)	May 31, 2007

Education Performance Audit Summary

The Team identified five (5) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup and presented three (3) recommendations.

Follansbee Middle 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 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 Follansbee Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.