

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BEVERLY HILLS MIDDLE SCHOOL

CABELL COUNTY SCHOOL SYSTEM

NOVEMBER 2005

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Beverly Hills Middle School in Cabell County on December 14, 2004.

A Follow-up Education Performance Audit of Beverly Hills Middle School in Cabell County was conducted October 5, 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

12 CABELL COUNTY

William A. Smith, Superintendent

302 BEVERLY HILLS MIDDLE SCHOOL- Needs Improvement

Gary Cook, Principal

Grades 06 - 08

Enrollment 553

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	513	565	558	98.76	70.13	Yes	Yes	✓
White	462	511	506	99.02	68.84	Yes	Yes	✓
Black	34	36	34	94.44	78.78	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	260	298	292	97.99	57.97	Yes	Confidence Interval	✓
Spec. Ed.	63	76	75	98.68	25.80	Yes	No	✗
LEP	12	12	12	100.00	91.66	NA	NA	NA
Reading/Language Arts								
All	513	565	556	98.41	82.35	Yes	Yes	✓
White	462	511	504	98.63	82.17	Yes	Yes	✓
Black	34	36	34	94.44	78.78	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	260	298	289	96.98	75.87	Yes	Yes	✓
Spec. Ed.	63	76	74	97.37	33.87	Yes	No	✗
LEP	12	12	12	100.00	91.66	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 93.5%**

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.

12 CABELL COUNTY
William A. Smith, Superintendent
302 BEVERLY HILLS MIDDLE SCHOOL - Passed
Gary Cook, Principal
Grades 06 - 08
Enrollment 548

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	483	531	522	98.30	76.87	Yes	Yes	✓
White	431	471	463	98.30	76.63	Yes	Yes	✓
Black	37	44	43	97.72	72.97	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	275	316	308	97.46	66.30	Yes	Yes	✓
Spec. Ed.	68	77	77	100.00	39.70	Yes	Safe Harbors	✓
LEP	14	14	14	100.00	85.71	NA	NA	NA
Reading/Language Arts								
All	483	531	521	98.11	87.05	Yes	Yes	✓
White	431	471	462	98.08	87.11	Yes	Yes	✓
Black	37	44	43	97.72	83.78	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	275	316	307	97.15	79.77	Yes	Yes	✓
Spec. Ed.	68	77	77	100.00	58.82	Yes	Safe Harbors	✓
LEP	14	14	14	100.00	92.85	NA	NA	NA

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

Passed
Attendance Rate = 94.5%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Beverly Hills Middle 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). 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 Conditional 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

COMPLIANCE. Beverly Hills Middle School achieved adequately yearly progress (AYP) in all subgroups designated in 5.1.1 Achievement during the 2004-2005 school term. Significantly more students achieved a Proficient rating in the special education (SE) subgroup in mathematics and reading/language arts on the 2005 WESTEST.

The school cited the following activities implemented in their On-Site Audit Action Plan as some of the reasons for the improvement:

- 1. More effective co-teacher program - co-teachers were assigned to one subject area rather than several subject areas as in past years.**
- 2. Implementation of an after-school tutoring program staffed by honor students from Huntington High School.**
- 3. The effective use of the alternate assessments.**
- 4. Teachers were trained and used the IKNOW website for sample test items.**
- 5. Use of learning focus strategies and the prioritized curriculum.**
- 6. Implementation of a corrective reading program.**

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

6.1.4. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)

The science curriculum did not have 50 percent of instructional time consisting of investigation, active inquiry, and experimentation.

FOLLOW-UP REVIEW

COMPLIANCE. Teacher interviews and lesson plan reviews indicated that the science program meets the 50 percent instructional time required in investigation, active inquiry, and experimentation. This is monitored by the principal through reviews of teacher lesson plans and the 5 X 5 Walkthroughs.

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)

Although technology was available, there was no evidence of extensive technology use by student logs, student interviews, and Team observation. The Team noted minimal computer usage throughout the day of the Education Performance Audit and students also confirmed this.

FOLLOW-UP REVIEW

COMPLIANCE. Visits to several classrooms and interviews with teachers verified classroom computers were on and being used extensively in the instructional program. A review of the usage log for the computer laboratory indicated the laboratory had been used by teachers almost every period this school year.

6.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

Developmental guidance was delivered in a random and individualized manner with no coordinated effort to deliver the program. This approach to developmental guidance delivery was not as effective for the students as in situations where a clear and concise plan for delivery is in place.

FOLLOW-UP REVIEW

COMPLIANCE. A developmental guidance guide book had been prepared and distributed to teachers. Development guidance was being taught by all teachers in the 30 minute basic skills class which meets each day. Each day begins with a brief discussion of a character trait which is reinforced by all teachers during the day.

- 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 countywide 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 and lessons from social studies textbooks.” This does not satisfy the requirements of West Virginia Board of Education Policy 2421.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers received a copy of the county multicultural plan. Using this plan as a guide, each teacher had prepared the multicultural plan for his/her classroom for the year and had submitted the plan to the principal for monitoring. An anti-bullying program, Steps to Success, had been implemented. A peer mediation program was operating in the school. All students were trained in the requirements of the Racial, Sexual, Religious/Ethnic, Harassment and Violence policy.

6.2. Student and School Performance

- 6.2.2. Counseling services.** Counselors shall spend at least seventy-five percent (75%) of the work day in a direct counseling relationship with students, and shall devote no more than twenty-five percent (25%) of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

The guidance counselor did not spend 75 percent of time in direct relationships with students as stated by the counselor and through student interviews. The counselor stated, “It is just the opposite, I spend 25 percent of my time with the students.”

FOLLOW-UP REVIEW

COMPLIANCE. The school has a new full-time counselor and an additional half-time counselor. Interviews with the counselors and a review of the counselors’ work log indicated significantly more than 75 percent of the counselors’ time is spent in direct counseling relationships with students.

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)**

Two teachers did not have the correct certification for the classes they were teaching:

1. One teacher was teaching in a classroom for Severe Learning Disabled/Behavioral Disorder/Mentally Impaired students (SLD/BD/MI), but did not have a BD endorsement.
2. One teacher was endorsed to teach French/Spanish 7-12, but was teaching Grade 6 French.

FOLLOW-UP REVIEW

COMPLIANCE. The county's school personnel office has on file valid teaching permits for the subjects being taught by these two teachers.

RECOMMENDATIONS

6.1.4. **Instruction.** Special education students made up more than 50 percent of the class population of some general education classes. The Team recommended that the school examine the scheduling process for special education students so that they benefit more fully from inclusion and general education classes.

Special education co-teachers and regular education teachers did not have a common planning time. The Team recommended that the schedule be revisited to provide regular common planning opportunities between special education co-teachers and regular classroom teachers.

The Basic Skills classes were not teaching the basic skills; however, they were using a wide variety of subject matter. These subjects ranged from career guidance to Channel One. The Team recommended that the role of the Basic Skills class be more clearly defined.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

6.1.5. **Instructional strategies.** It was evident from teacher interviews and Team observations that defined roles had not been established for co-teachers included in classrooms. The Team believed that the co-teachers and the students would benefit from more extensive staff development in team teaching and inclusion.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The co-teacher program is much more successful this school year.

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 Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Beverly Hills Middle School in providing a thorough and efficient system of education. Indicators of Efficiency shall not be used to affect the approval status of Cabell County or the accreditation status of the schools.

- 7.1.5. Personnel.** The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education policies to determine the degree to which instructional and support services provided to the schools establish and support high quality curriculum and instructional services.

The current use of the counselor at the school was not effective. It is imperative that the counselor be accessible to students throughout the day. The Team recommended that the Cabell County Central Office contact the West Virginia Department of Education, Office of Student Services and Health Promotion and RESA II for assistance in dealing with this issue.

FOLLOW-UP CONCLUSION

After consultation with the West Virginia Department of Education, Office of Student Services, the Cabell County administrative staff improved the school counseling program. Two additional half-time counselor positions had been created and filled to improve the student/counselor ratio at Beverly Hills Middle School and Milton Middle School. Counselors were available and were seeing students throughout the school day.

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 Beverly Hills Middle School and Cabell County have the capacity with the assistance of the West Virginia Department of Education and RESA II to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

All identified deficiencies had been corrected.

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.

- 17.1.3. Teachers' workroom.** Access to communications technology was not available.
- 17.1.5. Library/media and technology center.** Newspapers and pamphlets were not available for student use.
- 17.1.9. Grades K-12 remedial.** The remedial area was not of adequate size, the location was not adjacent to general instructional areas, and equipment and materials were not adequate.
- 17.1.11. Grades 6-12 science facilities.** Rooms 110 and 205 did not have air vacuum, ventilation fume hood, gas, blanket, emergency showers, balance cases (Room 205 has balance cases), or main gas shut-off. Room 218 did not have a sink, hot and cold water, gas, air vacuum, ventilation fume hood, demo table, laboratory workspace at 2.5 linear feet per student with sink/water/gas/electricity, emergency shower, or main gas shut-off.

- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size and was not located to have convenient access to language arts and music instructional areas and close to seating. Fire resistant curtains, acoustical panels, film screens, controlled illumination, and outlets were not available.
- 17.1.14. Food service.** Chalkboards and bulletin boards were not available.
- 17.1.15. Health service units.** A health service unit of adequate size was not available. Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, and refrigerator with locked storage were not available.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the December 2004 Draft Report.

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, Beverly Hills Middle School and Cabell County must implement curriculum and instruction that will improve achievement. Cabell County must actively pursue assistance from RESA II, 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

According to information received from school administrators, Beverly Hills Middle School and Cabell County Schools had received help from the following agencies:

- **West Virginia Department of Education provided assistance and staff for the Cabell County Summer Institute for Teachers during the summer of 2005.**
- **RESA II provided training for teachers in the use of educational technology and also provided assistance and staff for the Summer Institute for Teachers.**
- **The West Virginia Center for Professional Development provided mentor teacher training.**

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-302 Beverly Hills Middle	Full Accreditation			

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Cabell County School System and upgrade the accreditation status of Beverly Hills Middle School to **Full Accreditation** status.