

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ENSLOW 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 Enslow Middle School in Cabell County on December 14, 2004.

A Follow-up Education Performance Audit of Enslow Middle School in Cabell County was conducted October 3, 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
305 ENSLOW MIDDLE SCHOOL - Needs Improvement
Daniel Gleason, Principal
Grades 06 - 08
Enrollment 288

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	239	288	286	99.31	59.83	Yes	Confidence Interval	✓
White	210	247	247	100.00	62.38	Yes	Yes	✓
Black	20	32	30	93.75	15.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	197	236	234	99.15	56.85	Yes	Confidence Interval	✓
Spec. Ed.	51	61	61	100.00	15.68	Yes	No	X
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	239	288	285	98.96	77.40	Yes	Yes	✓
White	210	247	245	99.19	78.09	Yes	Yes	✓
Black	20	32	31	96.88	60.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	197	236	234	99.15	74.61	Yes	Yes	✓
Spec. Ed.	51	61	61	100.00	35.29	Yes	No	X
LEP	**	**	**	**	**	NA	NA	NA

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

**Passed
Attendance Rate = 94.4%**

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
305 ENSLOW MIDDLE SCHOOL - Passed
Georgia Thornton, Principal
Grades 06 - 08
Enrollment 278

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	240	295	293	99.32	64.70	Yes	Yes	✓
White	211	257	255	99.22	66.98	Yes	Yes	✓
Black	24	32	32	100.00	41.66	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	199	248	246	99.19	61.42	Yes	Confidence Interval	✓
Spec. Ed.	44	59	57	96.61	28.57	Yes	NA	✓
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	240	295	294	99.66	77.82	Yes	Yes	✓
White	211	257	256	99.61	79.04	Yes	Yes	✓
Black	24	32	32	100.00	66.66	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	199	248	247	99.59	75.25	Yes	Yes	✓
Spec. Ed.	44	59	58	98.30	41.86	Yes	NA	✓
LEP	**	**	**	**	**	NA	NA	NA

FAY – Full Academic Year

* – 0 students in subgroup

** – Less than 10 students in subgroup

Passed
Attendance Rate = 93.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Enslow 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 continued the school's 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. During the 2004-2005 school year Enslow Middle School achieved adequate yearly progress (AYP) in all subgroups designated in 5.1.1 Achievement. Even though the number of students in the special education (SE) subgroup fell below a cell size of 50, the percentage of students scoring at the proficient level for this subgroup in mathematics and reading improved – mathematics from 15.68 percent to 28.57 percent – an improvement in the percentage of students scoring at the proficient level of 82 percent and reading from 35.29 percent to 41.86 percent – an improvement in the percentage of students scoring at the proficient level of 18.6 percent.

Reasons cited for the improvements included:

- 1. Complete implementation of the co-teaching (inclusion) program (except for the profoundly impaired class).**
- 2. Learning focus strategy training was provided for all teachers, including special education teachers.**
- 3. Benchmark testing in reading, mathematics, and language arts in November and April to check student progress in achieving the Content Standards and Objectives (CSOs).**
- 4. Implementation of a corrective reading program in reading and language arts.**
- 5. Collaborative grade level teacher teaming.**
- 6. Teacher devised monthly structured reviews used to adjust instruction for students.**

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

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)**

Through Team observations and teacher interviews, the Team found that the physical education program did not address the Content Standards and Objectives (CSOs). The physical education teacher was not aware of the CSOs list when the interviewing Team member accessed the CSO list on the computer.

Teachers did not use any type of formative assessment to determine present mastery levels of the Content Standards and Objectives (CSOs) for the purpose of redirecting instruction. The only type of assessment that many of the teachers could cite was the WESTEST; however, teachers must be made aware of the student progress toward mastery at intervals between the formal testing times.

FOLLOW-UP REVIEW

COMPLIANCE. The school has a new physical education teacher who is knowledgeable of the Content Standards and Objectives (CSOs) and is using them in daily lesson planning and instruction.

The school has a benchmarking program which teachers use to determine mastery levels of the CSOs for the purpose of redirecting instruction. They also use test items from the IKNOW web site to check student mastery of the CSOs. Standards That Are Reported (STAR) mathematics and STAR reading are also used to determine student instructional levels. The implementation of these assessments is monitored by the principal using the 5 X 5 walkthroughs.

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

Special education students' performance was not adequately monitored when the student is included in general education classes. A system of performance checks needs to be in place to assure that special education students are performing at the correct pace before too much time passes and student success is more difficult to attain.

FOLLOW-UP REVIEW

COMPLIANCE. Special education students take the benchmarking tests and are subject to the "structured monthly reviews" by their team of teachers. Each special education student assigned to regular classrooms is assigned to a special education teacher who monitors the student's progress in the regular classrooms on a daily/weekly basis. Any student (including special education

students) who is having difficulties in the classroom is reviewed by the teaching team in its daily twenty minute team meeting prior to the start of the school day with instructional adjustments being made as appropriate.

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

During the Education Performance Audit review, the Team found that the library was open to students only three days per week. Student interviews indicated that there is a great deal of demand that the library be available to a greater extent for individual student use and classroom use. Daily library access needed to be provided.

FOLLOW-UP REVIEW

COMPLIANCE. A full-time librarian is assigned to the school this year and the library is open and operating every day.

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)

Through interviews with the students and staff the Team determined that a career exploration plan was not available to students. When asked about the types of career exploration the students indicated that they had not been instructed in this area.

FOLLOW-UP REVIEW

COMPLIANCE. The school had implemented instruction in Career Clusters to eighth graders.

- 1. The EXPLORE Test is administered to all eighth grade students with follow-up explanations of the results by the school counselor.**
- 2. Teachers are currently receiving training in the Bridges program and will implement the career education portion of this program.**
- 3. All teachers were highlighting careers in their content areas.**
- 4. A March career fair is being planned.**

RECOMMENDATION

6.1.1. Curriculum based on content standards and objectives. The related arts classes (health, music, and art) did not have a countywide sequential curriculum. While the core classes had a county adopted sequential curriculum, none existed for the related arts field. The Team recommended developing countywide sequential curriculum to ensure consistent and effective delivery of curriculum.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Cabell County Supervisor of Related Arts reported that county sequential curricula are available for health, music, and art.

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 Enslow 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.

Effectiveness and efficiency for students, school, and school system performance would be improved if special education students' progress was more closely monitored and it was ensured that the Content Standards and Objectives (CSOs) drove the curriculum.

FOLLOW-UP CONCLUSION

The new principal at Enslow Middle School has worked with the staff to design monitoring programs to ensure the Content Standards and Objectives (CSOs) for all subjects are being taught. This system works for all students, including special education students. Special education students' progress is now monitored by the classroom teacher, the special education teacher assigned to each special education student, and the grade level teacher team (which includes the special education teachers working at the grade level). The grade level teacher teams meet on almost a daily basis for 20 minutes prior to the beginning of the school day to discuss student progress and instruction and make adjustments as appropriate. In addition, the subject area departments meet twice a month to review the programs and student progress.

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 Enslow Middle School and Cabell County have the capacity to correct the noncompliances listed in the report.

FOLLOW-UP CONCLUSION

- **The county provided additional personnel to enable the school library to remain open to students five days a week.**
- **The school staff had received training in teaching strategies and had worked together to provide a comprehensive student monitoring program.**
- **The noncompliances listed in the Education Performance Audit report have been satisfactorily corrected by the county and school.**

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 site was not 11 acres, plus one acre for each 100 students over 600, and there was not enough room for future expansion. The location was not removed from undesirable noise and traffic. The site was not suitable for special instructional needs, e.g., outdoor learning. There was not sufficient on-site, solid surface parking for individuals with disabilities.
- 17.1.5. Library/media and technology center.** Newspapers, periodicals, and pamphlets were not available.
- 17.1.8. Grades 1-12 classrooms.** Room 5 did not have a chalkboard. Room 8B did not have adequate storage and desks and chairs. Room 109 had inadequate storage.
- 17.1.10. Specialized instructional areas.** The art area did not have blackout areas, etc. The music facilities were not located away from quiet areas of the building and adequate storage was not available. The physical education facilities did not have a bulletin board or a record player.

- 17.1.11. Grades 6-12 science facilities.** Rooms 101, 102, and 112 were inadequate in size, were not located with easy access to outdoor activities, and were not isolated to keep odors from the remainder of the building. Also, none of these rooms had the following: Sink, hot water, AC and DC current, air vacuum (Room 112 had air vacuum), ventilation fume hood, demo table, laboratory workspace at 2.5 linear feet/student with sink/water/gas/electricity, fire extinguisher (Room 112 had a fire extinguisher), blanket, emergency shower (Rooms 101 and 102 had an emergency shower), and main gas shut-off (the gas had been taken out several years ago due to mechanical problems that were too expensive to repair).
- 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 area and close to seating. The area was not properly equipped, did not have fire resistant curtains, film screens, or controlled illumination.
- 17.1.14. Food service.** The food service area did not have a drinking fountain, chalkboard and bulletin board. A locker/dressing room was not available.
- 17.1.15. Health service units.** The health services area did not have curtained or small rooms with cots, toilet, lavatory, or scales.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the February 2005 Draft Report with the exception of the following:

- 17.1.5 Newspapers, periodicals, and pamphlets are now available in the library.**
- 17.1.8 Room 5 had a marking board. Room 8B is not a classroom; it is a storage room and had been damaged by the school fire and is not in use.**
- 17.1.10 The physical education facility now has a bulletin board and record player.**
- 17.1.14 The food service area now has drinking water available for students.**

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, Enslow Middle School and Cabell County must implement curriculum and instruction that will improve students' 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

RESA II provided training for teachers and administrators in using technology and the West Virginia Education Information System (WVEIS). Training sets of technology, such as, Palm Pilots, GPS, etc., were provided to schools as needed.

West Virginia Department of Education provided training in strategic planning, on the EXPLORE AND PLAN tests and on Closing the Achievement Gap.

The Center for Professional Development provided mentor teacher training and assisted with the Cabell County Teacher Institute during the summer of 2005. The County Teacher Institute covered areas such as classroom management, teaching reading, focus strategies, physical education testing, etc.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-305 Enslow 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 Enslow Middle School to **Full Accreditation** status.