

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

WEIR MIDDLE SCHOOL

HANCOCK COUNTY SCHOOL SYSTEM

DECEMBER 2005

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance.....	3
Annual Performance Measures For Accountability.....	6
Education Performance Audit.....	7
Initiatives For Achieving Adequate Yearly Progress	7
High Quality Standards.....	8
Building Capacity To Correct Deficiencies	12
Identification Of Resource Needs	14
Early Detection And Intervention	15
School Accreditation Status	16

INTRODUCTION

An announced Education Performance Audit of Weir Middle School in Hancock County was conducted on October 18, 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 – Keith Burdette, Coordinator, Office of Program Services

West Virginia Department of Education Team Leader – Serena Starcher, Coordinator, Office of Professional Preparation (Certification)

West Virginia Department of Education Team Leader – Donna Wilkes, Training Specialist, Office of Hospitality Education and Training

TEAM MEMBERS

Name	Title	School/County
Don Bower	Elementary School Principal	Beale Elementary Mason County
Garrett Carskadon	Primary School Principal	Burlington Primary Mineral 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
John Lewis	High School Assistant Principal	Morgantown High Monongalia County

SCHOOL PERFORMANCE

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

29 HANCOCK COUNTY

Danny Kaser, Superintendent

301 WEIR MIDDLE SCHOOL - Needs Improvement

Dawn Petrovich, Principal

Grades 05 - 08

Enrollment 701

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	663	690	687	99.56	84.84	Yes	Yes	✓
White	610	635	632	99.52	86.65	Yes	Yes	✓
Black	48	49	49	100.00	62.50	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	244	258	258	100.00	71.72	Yes	Yes	✓
Spec. Ed.	102	108	106	98.14	46.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	663	690	687	99.56	88.48	Yes	Yes	✓
White	610	635	632	99.52	89.62	Yes	Yes	✓
Black	48	49	49	100.00	72.91	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	244	258	258	100.00	77.86	Yes	Yes	✓
Spec. Ed.	102	108	106	98.14	46.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.1%

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	162	158	162	158	100.00	3.16	9.49	49.37	25.95	12.03	87.34
06	147	139	147	139	100.00	3.60	17.27	45.32	25.90	7.91	79.14
07	165	160	164	159	99.39	0.63	8.18	35.85	35.85	19.50	91.19
08	216	206	214	204	99.07	1.47	16.67	34.31	34.80	12.75	81.86

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	162	158	162	158	100.00	5.06	8.86	39.87	36.08	10.13	86.08
06	147	139	147	139	100.00	5.04	10.79	34.53	27.34	22.30	84.17
07	165	160	164	159	99.39	1.26	4.40	33.33	49.06	11.95	94.34
08	216	206	214	204	99.07	0.98	10.29	33.82	38.73	16.18	88.73

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
WEIR MIDDLE	162	1%	7%	56%	26%	11%	7%	93%

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

Percentage of Students	School Year
43.76%	2003-04
36.64%	2002-03
18.406%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Weir Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement of the special education student (SE) subgroup 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 2005 State Board meeting.

The racial/ethnicity black (B) subgroup with a number (N) less than 50 was below the State's starting point average of 2003-04 and 2004-05 baseline results in mathematics and reading/language arts. Furthermore, the B subgroup achieved considerably lower than the all students (AS) and racial/ethnicity white (W) subgroups.

The economically disadvantaged (SES) subgroup achieved AYP and performed above the State's average in both subjects. However, this subgroup's achievement was not at the level of the AS and W subgroups. Hancock County and Weir Middle School must be mindful of this achievement disparity and implement high yield instructional strategies and programs that are designed to close the achievement gap of the B and SES subgroups.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

Weir Middle School's professional development opportunities were specific to the school's performance deficiencies.

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

1. Co-Teaching.
2. Integrating Technology into the Curriculum.
3. Edline and Using Technology Tools to Enhance Student Learning.
4. Differentiated Instruction.
5. WV CSO Prioritization and Mapping.
6. Benchmark Assessments.
7. CSO Module 3.
8. Grade 5 Math – Standards Based Mathematics.
9. Gradequick.
10. Writing Assessment.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.3. Learning environment.** The educational facility was well maintained and attractive. A great deal of attention to the building was evident and supported student pride and enthusiasm.
- 6.1.4. Instruction.** Through efforts of the administration, teachers were afforded daily team planning. This provided the opportunity for team-level collaboration.
- 6.1.6. Instruction in writing.** The Team commended the students and staff for the performance on the West Virginia Writing Assessment. Ninety-three percent of the Grade 7 students performed at or above mastery compared to the 73 percent State average and 84 percent county average.

HIGH QUALITY STANDARDS

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

6.1. 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)**

One special education teacher did not exhibit high expectations for students. A Team member observed the following activities during the last 15 minutes of the class: Three students were playing a board game, Chutes and Ladders; one student was playing Scrabble; and one student was not engaged in any type of instruction or activity. This teacher stated, "It is too hard to keep the students engaged for 90 minutes."

One special education teacher used inappropriate methods of classroom management. This teacher was observed yelling at students and telling them to "shut up".

Several classrooms were observed throughout the day in which all the students were not actively engaged throughout the entire class period.

One special education teacher indicated that the classroom aide was responsible for teaching half of the students in the class. Instruction is to be done by the teacher of record with the aide assisting students.

- 6.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

Several Individualized Education Programs (IEPs) in one classroom were incomplete. The IEPs were not in a secured location and confidential record sheets were not available in two classrooms.

- 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)**

Dodge ball was being taught in the physical education classes. This was not an acceptable practice as students are subject to injury and intimidation.

Varied instructional strategies were not being used in several classrooms. Instruction in many of the classes observed relied upon direct instruction, worksheets, and whole group instruction.

6.2. Student and School Performance

- 6.2.2. Counseling services.** Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent 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)

A record or schedule was not available to indicate that the counselor spent at least 75 percent of the workday in direct student counseling.

- 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)

The Team reviewed teacher lesson plans and found that several plans did not have enough information for a substitute teacher to conduct the class in the event that the regular education teacher was absent.

- 6.2.4. Data analysis.** Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

Through teacher interviews and classroom observations, the Team did not observe a system for analyzing, interpreting, and using student performance data to identify and assist students in the racial/ethnicity black (B) subgroup. While the number (N) of students in the B subgroup was less than 50 and was not considered in accountability, the analysis of performance data is particularly important so that instruction can be adjusted to improve student achievement.

6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews.** Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

One deficiency noted in the State Fire Marshal report had not been corrected. The Team observed that smoke detectors had not been installed in the main corridor.

RECOMMENDATIONS

- 6.1.5. Instructional strategies.** A great deal of importance was placed on the Accelerated Reader (AR) program throughout the school. While the Team recognizes the excitement that the AR program generated and its benefits, the Team cautioned that the AR program should complement, but not replace direct reading instruction.
- 6.1.12. Multicultural activities.** Although teachers implemented individual activities relevant to multicultural education, including zero tolerance prevention, a unified, comprehensive plan was not evident that organized activities. The Team recommended that the school organize information to create a coherent multicultural program.

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 Weir Middle School in providing a thorough and efficient system of education. Hancock 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 Hancock 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.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.4. Instruction.	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
6.2.2. Counseling services.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8836
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.4. Data analysis.	West Virginia Department of Education Office of Assessment (304) 558-2546
6.4.1. Regulatory agency reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711

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 Weir Middle School and Hancock County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the special education department to provide the quality services that were demonstrated by

the general education teachers. The Team recommended that the Hancock 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.

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 large enough for future expansion.
- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas.
- 17.1.11. Grades 6-12 science facilities.** Room 112 did not have the following: Sink, hot and cold water, gas, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, and main gas shut-off. Room 113 did not have the following: Ventilation fume hood, demo table, fire extinguisher, blanket, and emergency showers. Room 115 did not have the following: Fire extinguisher, blanket, emergency shower, and balance cases.

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 students (SE) subgroup, Weir Middle School and Hancock County must implement West Virginia's curriculum and instruction that will improve achievement. Hancock 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. Instructional strategies must be research based and data-driven and instruction must be 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
29-301 Weir Middle	Temporary Accreditation	6.1.2; 6.1.4; 6.1.5; 6.2.2; 6.2.3; 6.2.4; 6.4.1		
			5.1.1 (SE)	

Education Performance Audit Summary

The Team identified seven (7) high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for special education (SE) subgroup and presented two (2) recommendations.

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