

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

BRIDGEPORT MIDDLE SCHOOL

HARRISON COUNTY SCHOOL SYSTEM

APRIL 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Bridgeport Middle School in Harrison County was conducted on March 1, 2006. 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 Five-Year Strategic 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 D. Brock, Coordinator.

West Virginia Department of Education Team Leader – Monica Beane, Coordinator, Office of Professional Preparation.

West Virginia Department of Education Team Leader – Bane McCracken, Coordinator, Office of Healthy Schools.

West Virginia Department of Education Team Leader – John Putnam, Coordinator, Office of Student Assessment.

West Virginia Department of Education Team Leader – Brenda West, Assistant Director, Office of Student Assessment.

West Virginia Department of Education Team Leader – Lisa Youell, Closing the Achievement Gap (CAG) Liaison, Office of School Improvement.

TEAM MEMBERS

Name	Title	School/County
Katrina Andrews	Science Teacher	Ritchie County Ritchie County Middle School
Karen Stiles	Principal	Monongalia County Clay-Battelle High School
Brenda West	Assistant Director	WV Department of Education Office of Student Assessment
Sandra Wolfe	Principal	Monongalia County Westover Elementary School

TEAM MEMBERS

Name	Title	School/County
Lisa Youell	Closing the Achievement Gap (CAG) Liaison	WV Department of Education Office of School Improvement
Elizabeth Zuchowski	Assistant Principal	Monongalia County South Middle School

SCHOOL PERFORMANCE

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

33 HARRISON COUNTY

Dr. Carl H. Friebel, Jr., Superintendent

303 BRIDGEPORT MIDDLE SCHOOL – Needs Improvement

Carole Crawford, Principal

Grades 06-08

Enrollment 655

WESTEST 2004-2005

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	628	655	653	99.69	82.45	Yes	Yes	✓
White	616	643	641	99.68	82.43	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	168	181	181	100.00	61.30	Yes	Confidence Interval	✓
Spec. Ed.	66	71	71	100.00	21.21	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	628	655	653	99.69	87.24	Yes	Yes	✓
White	616	643	641	99.68	87.15	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	168	181	181	100.00	72.02	Yes	Averaging	✓
Spec. Ed.	66	71	71	100.00	30.30	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.2%

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
06	200	193	200	193	100.00	3.11	12.95	50.26	24.87	8.81	83.94
07	215	205	213	204	99.07	6.37	11.27	45.59	32.84	3.92	82.35
08	240	230	240	230	100.00	2.61	16.09	33.04	33.48	14.78	81.30

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	200	193	200	193	100.00	2.59	10.36	45.08	31.61	10.36	87.05
07	215	205	213	204	99.07	3.43	9.80	36.27	39.22	11.27	86.76
08	240	230	240	230	100.00	2.17	10.00	26.09	38.70	23.04	87.83

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
STATE – WV	21040	2%	24%	57%	14%	3%	27%	73%
HARRISON COUNTY	839	2%	25%	60%	12%	1%	27%	73%
BRIDGEPORT MIDDLE	209	3%	21%	63%	12%	1%	24%	76%

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
44.97%	2003-04
50.16%	2002-03
43.185%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Bridgeport Middle School failed to achieve adequately yearly progress (AYP) in 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.

Bridgeport Middle School achieved Adequate Yearly Progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics by application of the confidence interval and in reading/language arts through averaging. The achievement of this subgroup was far below that of the all students (AS) and racial/ethnicity white (W) subgroups. The county curriculum staff and school staff must monitor the achievement of these students and apply interventions to improve achievement of all students.

The following professional development and/or training opportunities were provided by the West Virginia Department of Education, RESA VII, county and/or school.

1. IKnow Website.
2. WESTEST Analysis.
3. SchoolKit (cross curricular lesson plans/activities, integrating Office applications).
4. Odyssey-Basic Learning Skills.
5. Balanced Literacy.
6. Standards Based Mathematics.
7. WVEIS training.
8. Marco Polo.
9. SAS Technology.
10. United Streaming.
11. Alternate Assessment training.
12. Individualized Educational Plan (IEP) training.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. **High expectations.** The journalism program at Bridgeport Middle School had positively enhanced students' writing and research abilities as well as their technology skills. The broadcasting part of the program was especially impressive.
- 6.1.5. **Instructional strategies.** The Team commended the Bridgeport Middle School music program for participation in the Fall Fiddle Fest and the partnership with the Augusta Heritage Center at Davis & Elkins College. The band has received a superior rating at the State Band Festival each of the past ten years.
- 6.1.5. **Instructional strategies.** The Team commended the BASE program for the creative student learning programs which included the door/window covers utilized for safe schools procedures.
- 6.8.1. **Leadership.** The principal was a strong, positive leader who focused on instruction and learning and respect for students and staff. The Team observed difficult situations being handled with poise and quiet effectiveness. She is a positive role model for students and staff and has a clear vision for the school and the procedures to decrease the achievement gap.

HIGH QUALITY STANDARDS

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

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)

While the Team did see lesson plans that were comprehensive, the Team observed several that were vague and incomplete which would be difficult for a substitute to follow. The Team recommended that additional staff development be provided to assist teachers in developing more comprehensive lesson plans.

6.6. Personnel.

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)

Two newly hired teachers at the school did not have mentors assigned.

RECOMMENDATIONS

5.1.1. Achievement. In reviewing the School Strategic Plan, objectives 2.1 and 2.2 under Goal 2 appeared to be difficult to measure because math and science were combined for all subgroups in objective 2.1 and reading language/arts and social studies were combined in objective 2.2. It was also unclear whether or not each subgroup will be measured independently. The baselines established seemed to be unrealistic compared to the percent of special education students below mastery in mathematics and reading/language arts. The Team recommended that objectives 2.1 and 2.2 be rewritten as four objectives allowing progress in math, science, reading/language arts, and social studies to be measured independently.

6.1.4. Instruction. The Team recognized that the curriculum team was working to improve collaboration between the general classroom teachers and the special education teachers; however, lesson plans did not reflect a collaborative effort. The Team recommended that more emphasis be placed on improving the achievement of students with disabilities considering the achievement gap that existed between the all students (AS) and the special education (SE) subgroups in reading/language arts and mathematics. The Team recommended that all staff receive professional development to provide a better understanding of effective collaboration.

A special education teacher was scheduled to teach Grade 7 developmental reading, Grade 8 developmental reading, and English/language arts in one class period. This schedule reflected this same pattern with various subjects being taught during one class period three different times during the day. It would be difficult, if not impossible, to meet the needs of all students in this type of setting. The schedule needed to be reviewed and other teachers' availability be explored so that effective services can be provided to these students.

Exemplary Programs & Practices

6.1.5. Instructional strategies.

Title: Related Arts Research

Description of Program

RESEARCH is a nine-week course taught as part of the Related Arts Program and is team taught by the technology coordinator and the library-media specialist. Using a Project-Based learning approach to the units, students in Grades 6, 7, and 8 are introduced to a project that will lead them to research using several different mediums. The six steps of the “BIG 6” information access skills are emphasized. Students in Grade 6 produce their final project using Microsoft Word, Grade 7 students work with Microsoft Publisher to produce a newsletter or brochure, and Grade 8 students develop a PowerPoint presentation to finalize their research. The class hosts a website that includes activities for preliminary practices in note-taking skills, using electronic catalog systems, effective searching and evaluating of websites, plagiarism and copyright issues, and the research process. The topics of the projects change every six weeks. Some previous projects focused on Astronomy, Natural Disasters, Civil War, Countries of the World, Inventors, and Famous Authors.

Summary of Results

The Related Arts Research classes concentrate on information literacy. Students conduct research utilizing multiple sources, both print and electronic. The class encourages critical thinking skills and the teacher serves as a guide to foster independent learning skills through the use of project-based learning. Students have the opportunity to take RESEARCH every year and are introduced to a different application for presentation each year.

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6.1.7. Library/educational technology access and technology application.

Title: S.W.A.T. (Students Working to Advance Technology)

Description of Program

S.W.A.T. (Students Working to Advance Technology) is a technology team of students, presently Grade 8 students, who meet twice a week to assist with different technology issues around the school. S.W.A.T. is divided into four crews with each crew focusing on a different area of need. The Mobile Maintenance Crew takes care of simple computer maintenance issues. They keep the areas clean, replace the student sign-in cards, and move equipment as needed. The Tutor Buddy Crew works with other students using technology resources to reinforce basic skills concepts such as math or reading. The Video Crew works with the new video camera to record special events. These recordings of school events are then sent to the Harrison County Channel 18 for broadcast. The Around Bridgeport Middle School Crew is the news crew. They produce a PowerPoint presentation of announcements, events, lunch menu, trivia, and student action photos that runs all day on Channel 7 through the school media retrieval center.

Summary of Results

S.W.A.T. has proven to be a great success for the entire school. It has involved a variety of students, many of whom would not have the opportunity to associate during the school day. It promotes independence, responsibility, organization, and interaction with peers and adults. The students are anxious to learn new skills and take pride in their accomplishments. The Tech Team has also promoted a comfort level with students that they have shared with others.

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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 Bridgeport Middle School in providing a thorough and efficient system of education. Harrison 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 Harrison 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 regular education teachers and special education teachers must continue to be improved. Given the achievement of the special education (SE) subgroup, it is imperative that this issue continue to be of utmost importance to the school. The Team noted that great strides had been made in implementing a collaboration/consultative program; however, this process must continue to be improved. 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 Bridgeport Middle School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.6.4. Teacher and principal internship.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

- 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 Bridgeport Middle School and Harrison County have the capacity to correct the special education (SE) subgroup achievement deficiency. However, the capacity must be developed in the special education department regarding the schedule of one teacher which had various subjects taught in each class throughout the day. Furthermore, the collaborative effort requires more work to be totally effective. Good things are happening with collaboration services; however, the capacity of the general education and special education teachers needs to continue to evolve. The Team recommended that the Harrison County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA VII 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;**

Under the direction of the principal, Bridgeport Middle School has begun to investigate programs to correct deficiencies in the area of special education (SE). Harrison County central office staff is providing assistance and programs are being investigated that will help to increase student achievement at all levels. The Office of Education Performance Audits encourages Harrison County and Bridgeport Middle School staff to continue to implement programs and practices that improve achievement of all students with particular attention to the special education (SE) subgroup.

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.

17.1.11. Grades 6-12 science facilities. All science rooms did not have an air vacuum or ventilation fume hood.

17.1.15 Health service units. 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.

Bridgeport Middle School administration and staff must continue to increase the effectiveness of the collaboration/consultation between the general education and special education teachers. Both groups must plan and implement the lessons in a cohesive manner that ensures the highest levels of achievement of all students.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
33-303 Bridgeport Middle	Conditional Accreditation	6.2.3; 6.6.4		
			5.1.1. (SE)	May 31, 2007

Education Performance Audit Summary

The Team identified two high-quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for the special education (SE) subgroup. The Team presented two recommendations, two exemplary programs, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Bridgeport Middle School’s Education Performance Audit was limited in scope to the performance and progress standards 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 Bridgeport Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).