

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

LUMBERPORT MIDDLE SCHOOL

HARRISON COUNTY SCHOOL SYSTEM

APRIL 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Lumberport 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 Brock, Coordinator

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

TEAM MEMBERS

Name	Title	School/County
Sharon Hammer	Administrative Assistant	Hardy County
Bruce Kolsun	Elementary School Principal	Malden Elementary School Kanawha County
Suzanne Offutt	Elementary School Principal	Shepherdstown Elementary School Jefferson County
David Roth	Middle School Principal	Elkins Middle School Randolph County

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. Friebe, Jr., Superintendent

304 LUMBERPORT MIDDLE SCHOOL – Needs Improvement

Anthony Fratto, Principal

Grades 06 - 08

Enrollment 511

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	493	521	516	99.04	64.75	Yes	Yes	✓
White	491	519	514	99.03	64.60	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	308	328	324	98.78	56.57	Yes	Confidence Interval	✓
Spec. Ed.	86	94	91	96.80	12.04	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	493	521	515	98.84	80.28	Yes	Yes	✓
White	491	519	513	98.84	80.20	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	308	328	324	98.78	73.35	Yes	Confidence Interval	✓
Spec. Ed.	86	94	91	96.80	28.91	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.6%

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	182	174	180	172	98.90	6.40	31.98	48.26	11.63	1.74	61.63
07	162	151	160	149	98.77	6.71	24.83	52.35	14.09	2.01	68.46
08	177	168	176	167	99.44	9.58	25.75	34.13	24.55	5.99	64.67

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	182	174	180	172	98.90	6.98	13.37	44.77	30.23	4.65	79.65
07	162	151	160	149	98.77	4.70	9.40	38.93	39.60	7.38	85.91
08	177	168	175	166	98.87	4.22	19.88	32.53	31.93	11.45	75.90

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%
LUMBERPORT MIDDLE	154	1%	30%	56%	12%	1%	31%	69%

Physical Assessment - Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
51.13%	2003-04
100.00%	2002-03
35.029%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Lumberport Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for 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.

Lumberport Middle School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts and mathematics only by application of the confidence interval. The county curriculum staff and school staff are urged to address the SES and SE subgroups in the county and school Five-Year Strategic Plan and apply interventions to close the achievement gap for the SES and SE students.

Adequate yearly progress (AYP) Information by Class data showed the combined percent of students Below Mastery and Novice to be very high in mathematics (over 30 percent) in each grade level. Additionally, the Grade 7 Statewide Writing Assessment percent At or Above Mastery (69 percent) was considerably below both the county and state's scores. These have implications for direct and high-yield instructional strategies 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. Reading Institute.
2. Discovery Health Connection Computer training.
3. Reading Academy Computer training.
4. Standards Based Mathematics.
5. Site for the Arts (WVU).
6. Sibelius Workshop for music teachers.
7. Responsible Students Through Schoolwide Positive Behavior Support.
8. Teaching Strategies training.
9. Special Education training for Individualized Education Plans (IEPs).
10. Peer Mediation.
11. ACT Workshops.
12. Math in Context.
13. Marco Polo.
14. SAS Technology training.
15. WESTEST Curriculum Mapping for CSO Alignment.
16. Differentiated Instruction.
17. Connecting Assessment to the Standards for School Improvement.
18. Inclusion/Coteaching.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Lumberport 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 administration and staff demonstrated a love of teaching and genuine concern for the well-being of all students. Students interviewed indicated that they felt safe in the building and that teachers supported and encouraged them. The Team commended students and staff for the overall adaptation of an aging facility to create an environment conducive to learning. The facility was clean and attractive and student work was displayed.

6.1.4. Instruction. The Team commended the movement to a full inclusion model for special education program delivery. The school was in its first year of utilizing the full inclusion model and the Team observed the instructional practice to be highly effective. Special education and general education teachers worked very well together to vary the delivery of instruction during class periods, as evidenced through classroom observations and teacher interviews.

6.1.5. Instructional strategies. An assisted/remedial reading and mathematics program that focused on student achievement had been implemented. The school staff developed and implemented a schoolwide program that targeted students who were below mastery to meet the skill development needs of each individual student in the special education (SE) and economically disadvantaged (SES) subgroups.

The data report by school staff showed that 33 percent of students targeted increased the reading scores from Partial Mastery to Mastery on the WESTEST. In addition, 29 percent of students advanced from partial mastery to mastery in mathematics.

6.8.1. Leadership. The Team commended the grade level teams and the administrators for effective team work and collaboration in addressing student needs. Data analysis was readily observable in lesson plans and teacher records.

HIGH QUALITY STANDARDS

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

6.6. Personnel

- 6.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

The Team found that not all teachers on the evaluation cycle had been evaluated according to West Virginia Board of Education Policy 5310.

RECOMMENDATIONS

- 6.1.7. Library/educational technology access and technology application.** While the Team observed the library being utilized during the date of the Education Performance Audit, the Team was concerned regarding the accessibility of the library and materials. Not all students were scheduled a library time. In addition, approximately 500 books remained in boxes in the library and were unavailable for student use. When asked about this, the librarian indicated that the shelving units were not adequate to support the weight of these books. The Team recommended that the administration explore other means of making library books/materials available to students.
- 6.7.1. School rules, procedures, and expectations.** The Team observed a small group of students (3-5) congregated outside the school before the instructional day began. While teachers were present in the hallways throughout the day, including during class changes, the opportunity for students being unsupervised was extremely high prior to the beginning of the school day. The students were unsupervised during a period of at least 15 minutes. The Team recommended that the administrators ensure that regular monitoring occur at the outside student drop-off area during the morning.

Multiple outside doors were unlocked at the beginning of the day. The Team also recommended that only one door be unlocked in the morning for students to enter the building to preserve student and staff safety.

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 Lumberport 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.

Given the low performance of the special education (SE) subgroup in mathematics (12.04 percent), it is imperative that the administration and staff continue the implementation of the collaboration method of instruction. This is the first year that the school has implemented the collaboration/consultation method and teachers reported that positive results had already been noted.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-3401

- 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 Lumberport Middle School and Harrison County have the capacity to correct the identified deficiencies.

- 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 and assistant principal, Lumberport Middle School has begun to investigate programs to correct deficiencies in the special education student (SE) subgroup. With further development the collaboration/consultative model, the Team believes that the achievement gap will narrow over time. Harrison County central office staff is providing assistance and programs are being investigated that will help to increase student achievement at all levels.

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 school site did not have 11 acres + one acre for each 100 students over 600. The topography was not varied enough to provide a desirable appearance but was without steep inclines. Sufficient parking was not available.
- 17.1.10. Specialized instructional areas.** The art facility was not of adequate size and did not have access to natural and artificial light. Storage was not adequate. The following were not available: Two deep sinks, counter space, mechanical ventilation, ceramic kiln, and black-out areas. The physical education facilities were not of adequate size and did not have provisions for two or more teaching stations.
- 17.1.11. Grades 6-12 science facilities.** All science rooms did not have the following: Gas, sink, hot and cold water, AC and DC current, air vacuum, ventilation fume hood, demo table, sufficient laboratory workspace, emergency showers, balance cases, and a main gas shut-off.
- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage did not have acoustical panels.

- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 17.1.15. Health service units.** A health services unit 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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
33-304 Lumberport Middle	Conditional Accreditation	6.6.3		
			5.1.1 (SE)	May 31, 2007

Education Performance Audit Summary

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

Lumberport 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 Lumberport 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).