

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**ANDREW JACKSON MIDDLE SCHOOL**

**KANAWHA COUNTY SCHOOL SYSTEM**

**JUNE 2006**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Andrew Jackson Middle School in Kanawha County was conducted on May 3, 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 subgroup 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 – Julia Lee, Coordinator, Office of Instructional Services

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Stephen Angel	Junior High School Principal	Blennerhassett Junior High Wood County
John Coe	Director of Attendance and Accreditation	Wood County
Don Johnson	Elementary School Principal	Sutton Elementary Braxton County
Dr. Karen Oldham	High School Principal	Cabell Midland High Cabell County
Jean Mewshaw	Junior High School Principal	Edison Junior High Wood County

### SCHOOL PERFORMANCE

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

#### 39 KANAWHA COUNTY

Dr. Ronald E. Duerring, Superintendent

#### 402 ANDREW JACKSON MIDDLE SCHOOL –Needs Improvement

Lisa J. Woo, Principal

Grades 06 - 08

Enrollment 674

#### 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
<b>Mathematics</b>								
All	632	683	671	98.24	82.02	Yes	Yes	✓
White	586	631	619	98.09	82.32	Yes	Yes	✓
Black	32	36	36	100.00	75.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	236	268	263	98.13	71.12	Yes	Yes	✓
Spec. Ed.	72	87	84	96.55	27.14	Yes	No	X
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	632	683	671	98.24	87.31	Yes	Yes	✓
White	586	631	619	98.09	87.86	Yes	Yes	✓
Black	32	36	36	100.00	78.12	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	236	268	262	97.76	79.74	Yes	Yes	✓
Spec. Ed.	72	87	84	96.55	42.85	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 97.7%**

## 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	208	190	203	186	97.60	5.38	17.74	50.00	20.97	5.91	76.88
07	241	226	238	223	98.76	3.14	10.76	54.71	25.11	6.28	86.10
08	234	216	230	214	98.29	5.61	12.15	42.06	32.24	7.94	82.24

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	208	190	203	186	97.60	1.61	12.37	45.16	31.18	9.68	86.02
07	241	226	238	223	98.76	3.59	8.97	44.84	32.74	9.87	87.44
08	234	216	230	214	98.29	2.34	9.35	42.06	33.64	12.62	88.32

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%
KANAWHA COUNTY	2072	2%	23%	56%	15%	4%	25%	75%
ANDREW JACKSON MIDDLE	234	0%	26%	56%	16%	2%	26%	74%

### Physical Assessment - Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
44.43%	2003-04
43.34%	2002-03
69.265%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

**Andrew Jackson Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement of the special education (SE) subgroup in mathematics. 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 upgraded the school to Conditional Accreditation status at the February 2006 State Board meeting.**

**Andrew Jackson Middle School achieved AYP in the special education (SE) subgroup in reading/language arts only by the safe harbors provision. Additionally, students in the racial/ethnicity black (B) subgroup were not considered in AYP because of the number (N) less than 50. An achievement gap existed between the racial/ethnicity black (B) and special education (SE) subgroups and that of the all students (AS) and racial/ethnicity white (W) subgroups. The county curriculum staff and school staff are urged to address this subgroup in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students and close the achievement gap.**

**Note: The special education (SE) subgroup percent proficient in reading/language arts showed promising results. It is expected that with current interventions this subgroup will continue to improve. Mathematics was below percent proficient and the school is encouraged to maintain the momentum in reading/language arts and increase proficiency in mathematics.**

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

1. Vertical Teaming.
2. 6+1 Writing.
3. Co-Teaching.
4. WESTEST Analysis.
5. Acceptable Use Technology Use.
6. Marzano Instructional Strategies.
7. Classroom Management, Effective Instruction, Student Motivation.
8. West Virginia Technology Seminar.
9. Skills Tutor.
10. West Virginia Mountain State Counselor's Alliance Conference.
11. Learning Communities for Special Education and General Education Teachers.
12. Connected Mathematics.
13. Palm Pilot.
14. Collaborative Team Assessment of Students At-Risk.
15. Homeroom.com.
16. I KNOW.

17. English as a Second Language.
18. West Virginia Writing Assessment/Writing Across the Curriculum.
19. Classroom Instruction that Works.
20. School Kit.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

**The Education Performance Audit Team reported that Andrew Jackson 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 Team witnessed the school's positive learning environment that included a student recognition program and a safe school environment. The teaming atmosphere also nurtured a positive learning environment. Students stated that they felt safe and were respected by teachers.

The school was very clean and educationally stimulating. The overall learning environment of the facility was warm and inviting. The school principal and staff fostered an environment conducive to teaching and learning.

- 6.1.4. Instruction.** Andrew Jackson Middle School had a strong drum line in the music program. Students were enthusiastic about the program and exhibited a great deal of pride for the program.

The intramural program was popular with students and was organized in an efficient and effective manner. It served as a way to keep students involved and active and helped students to stay energized in the school environment.

- 6.1.5. Instructional strategies.** Team members observed across the curriculum the extensive use of the graphic organizer model. Team members witnessed numerous hands-on activities and student participation in the science classes. The laboratories were especially notable in illustrating major concepts in science such as the bacteria laboratory.

## HIGH QUALITY STANDARDS

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

#### 6.1. Curriculum

- 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)

Through student and teacher interviews and observations, the Team determined that the library was underutilized. It was not evident that students were being encouraged to use the library for reading.

#### RECOMMENDATIONS

- 6.1.2. High expectations.** The Team observed that some students in related arts classes were enrolled in the same cluster class more than once. For example, some students had taken 27 weeks of Keyboarding and some students were in General Music three times this school year. Admirably, the music teacher attempted to address this issue by requiring students who were repeating General Music to play tunes on the piano. However, the rest of the first time General Music students had to wait and watch while this instructional strategy was implemented for the other group. The Team recommended that the principal investigate other means of scheduling that would alleviate this issue.
- 6.1.3. Learning environment.** Lack of space at the school appeared to be an issue. For example, reading was being taught in the cafeteria in a combined class of 80+ students and some of the visual art students in one large class of 40+ this school year were seated on the floor. The Team believed this raised a student safety issue. Music classes were in close proximity to each other and to an English classroom resulting in a high noise level. This disruptive condition challenged students' ability to focus on academics. The Team recommended that the English classroom be located away from the Band room, if at all possible. The Team also recommended that the administration study staffing patterns to see how the current staff could be used in the most effective and efficient manner to correct the problem of a lack of space at the school. Kanawha County may need to look at this situation in the Comprehensive Educational Facilities Plan (CEFP).
- 6.1.4. Instruction.** Strategies addressing the mathematics deficiency in the special education (SE) subgroup were not evidenced. In light of the low scores in this subgroup, the Team recommended that a schoolwide plan be developed and implemented for mathematics across the curriculum.
- 6.1.6. Instruction in writing.** Most individual teachers were implementing writing across the curriculum activities; however, Team members did not see schoolwide implementation. The Team recommended that a schoolwide plan be developed and implemented for writing across the curriculum.

**6.1.12. Multicultural activities.** Although individual activities addressed aspects of multicultural education, there was no evidence of a schoolwide/countywide comprehensive Multicultural Plan. The Team recommended that the staff compile the various activities throughout the building into a comprehensive multicultural plan.

## 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 Andrew Jackson Middle School in providing a thorough and efficient system of education. Kanawha 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 Kanawha 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.**

While all of the subgroup scores were good, the special education (SE) subgroup was below the percent proficient in mathematics. The administration had implemented several programs to address the deficiency, including: Co-teaching, vertical teaming, Marzano Instructional Strategies, classroom management, effective instruction, student motivation, learning communities for special education and general education teachers, and collaborative team assessment of students at-risk. The school staff is urged to examine mathematics instruction for the SE subgroup as well as the racial/ethnicity black (B) and economically disadvantaged (SES) subgroups and make appropriate adjustments.

### 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 Andrew Jackson Middle School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880

- 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 Andrew Jackson Middle School and Kanawha County have the capacity to correct the identified deficiency. However, the capacity must continue to be developed in the special education department and throughout the school. The measures that have been put into place must continue to be implemented and manipulated as indicated by benchmark assessments to provide high yield instructional practices for all students. The Team recommended that the Kanawha County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA III 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.**

- 17.1.8. Grades 1-12 classrooms.** Rooms of inadequate size included: Rooms 301, 400, 403, 404, and 604; storage was inadequate: Rooms 200, 509, and 604; the location of the academic learning area was not near related educational areas and away from disruptive noises: Rooms 104, 301, and 500; inadequate size of remedial area: Room 403; Room 509 did not have audiovisual equipment, controllable light, and outlets; Room 501 did not have a teacher's desk and computer station; Room 200 - location of remedial areas was not adjacent to general instructional areas; Rooms 102 and 105 did not have a chalkboard or bulletin board; Room 104 did not have a desk and chairs.
- 17.1.10. Specialized instructional areas.** The art facility was not of adequate size, did not have access to natural and artificial light, and did not have a ceramic kiln. The music facilities were not located away from quiet areas of the building and did not have acoustical treatment. The physical education facility did not have provisions for two or more teaching stations or a display case.

- 17.1.11. Grades 6-12 science facilities.** The science facilities were not all located with easy access to outdoor activities and isolated to keep odors from the remainder of building. The following equipment was not available in all of the science classrooms: Ventilation fume hood, demo table, sink, hot and cold water, gas, balance cases, and main gas shut-off.
- 17.1.15. Health service units.** The health services unit did not have a refrigerator with locked storage.

### **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 and subgroups in which a gap in achievement existed, Andrew Jackson Middle School and Kanawha County must continue to investigate and implement high yield instructional practices and instruction that will improve achievement. Kanawha County must actively pursue assistance from RESA III, 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.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
39-402 Andrew Jackson Middle	Conditional Accreditation	6.1.7		
			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 also presented three school initiatives for achieving adequate yearly progress (AYP) and five recommendations. Additionally, the Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Andrew Jackson 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 Andrew Jackson 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).