

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

DUPONT MIDDLE SCHOOL

KANAWHA COUNTY SCHOOL SYSTEM

JUNE 2006

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance.....	3
Annual Performance Measures for Accountability	5
Education Performance Audit.....	6
Initiatives for Achieving Adequate Yearly Progress	6
High Quality Standards.....	7
Exemplary Programs & Practices.....	7
Indicators of Efficiency.....	9
Building Capacity to Correct Deficiencies.....	10
Identification of Resource Needs	11
Early Detection and Intervention.....	12
School Accreditation Status	13

INTRODUCTION

An announced Education Performance Audit of DuPont 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 – Terry Reale, Coordinator, Office of Instructional Services

TEAM MEMBERS

Name	Title	School/County
Barbara Allen	Elementary School Principal	Flatwoods Elementary Braxton County
James Guy	Director of Special Education	Logan County
Dana Snyder	Career Center Director	Charles E. Yeager Career Center Lincoln County
Wilma Zigmond	Director of Instruction	Logan 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

406 DUPONT MIDDLE SCHOOL – Needs Improvement

Dave Miller, Principal

Grades 06 - 08

Enrollment 375

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	332	363	359	98.89	71.73	Yes	Yes	✓
White	302	328	325	99.08	71.57	Yes	Yes	✓
Black	28	32	31	96.87	75.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	179	202	199	98.51	66.10	Yes	Yes	✓
Spec. Ed.	54	60	59	98.33	27.77	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	332	363	360	99.17	76.36	Yes	Yes	✓
White	302	328	326	99.39	75.66	Yes	Yes	✓
Black	28	32	31	96.87	85.71	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	179	202	200	99.00	69.66	Yes	Confidence Interval	✓
Spec. Ed.	54	60	59	98.33	29.62	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 94.9%

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	111	97	111	97	100.00	8.25	21.65	53.61	14.43	2.06	70.10
07	111	101	111	101	100.00	4.95	18.81	64.36	10.89	0.99	76.24
08	141	134	137	131	97.16	11.45	19.08	51.15	17.56	0.76	69.47

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	111	97	111	97	100.00	6.19	16.49	47.42	20.62	9.28	77.32
07	111	101	111	101	100.00	1.98	18.81	48.51	27.72	2.97	79.21
08	141	134	138	132	97.87	1.52	25.00	45.45	25.00	3.03	73.48

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%
DUPONT MIDDLE	106	2%	23%	43%	24%	8%	25%	75%

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
24.94%	2003-04
39.55%	2002-03
55.076%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

DuPont Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education (SE) subgroup in reading/language arts and 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 continued the school's Conditional Accreditation status at the September 2005 State Board meeting.

DuPont Middle School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts only by application of the confidence interval. 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.

Adequate Yearly Progress (AYP) Information by Class data showed the combined percent of students Below Mastery and Novice to be very high in mathematics: Grade 6 - 30 percent and Grade 8 - 30 percent. These scores may have implication for the Five-Year Strategic Plan and school improvement.

Students in the racial/ethnicity black (B) subgroup were not considered for AYP due to the number (N) less than 50. It was noted that the B subgroup was the highest performing subgroup in both mathematics (75 percent proficient) and reading/language arts (85.71 percent proficient).

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

1. Marzano Strategy.
2. West Virginia Achieves.
3. Laying the Foundation for Success.
4. C-Teaching.
5. School Leadership that Works.
6. Vertical Teaming.
7. Leadership Strategies for Handling Difficult People.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that DuPont 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 Team commended the school's staff and administration for the school inclusion plan. All staff members, administration, and students have enthusiastically responded to an excellent focus of learning for all students. Classroom observations and teacher interviews showed that the staff understands the importance and need for an effective and fully implemented inclusion plan for the achievement of all students.

The teachers attended monthly meetings before or after school without compensation at Riverside High School for virtual/online training sessions on reading and mathematics. This effort by the teachers was an excellent example of professionalism and dedication to student achievement.

- 6.1.3. Learning environment.** The school welcomed parents and the community as partners in the learning process. Parents feel comfortable visiting the school, emailing teachers, and participating in school activities.

The Team commended the exemplary student behavior and the staff's focus on teaching appropriate behavior at the middle school level. Staff emphasized respect for all members of the school community which was reflected in the school's environment. The school provided a safe and nurturing environment for students, parents, and staff.

- 6.1.6. Instruction in writing.** The Team commended the utilization of the Read 180 program for building reading skills. Students were highly engaged in this program which reflected the correlation between reading and writing skills. Statewide Writing Assessment scores at 75 percent At or Above Mastery demonstrate the results of the program.

- 6.8.1. Leadership.** During every teacher interview, the staff made favorable comments about the principal and the leadership that he provided for the school. They admired his hard work, dedication, and leadership abilities. He was knowledgeable, personal, professional and provided opportunities for staff development and implementation. He encouraged students and teachers to be the best that they can be. The principal provided an excellent role model for students and staff. The principal and assistant principal were an excellent leadership team.

HIGH QUALITY STANDARDS

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

6.1. Curriculum

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)

The science laboratories were not upgraded and the Team could not verify that the classes were meeting the 50 percent hands-on requirement. This was verified in teacher and student interviews.

Exemplary Programs & Practices

6.1.5. Instructional strategies.

Title: The Study of Film: Through the Lens of *To Kill A Mockingbird*

Description of Program

The focus of the interdisciplinary unit was a film/literature comparison that incorporated all learning modalities. The project placed an emphasis on the history of film and the acceptance of all people through the study of the novel, *To Kill A Mockingbird*.

Unit Kick-off and Wrap-Up Activities (team wide)

- **Marzano Strategies**
 - Similarities or Differences** (Venn Diagram, Timelines, Comparison PowerPoint Show)
 - Summarizing and Notetaking** (Student-Written Scenes, Novel/Video Reviews, Novel/Video Venn Diagram)
 - Recognizing Effort** (Student Self-Evaluation/Pre- and Post-Unit Anticipation Guide, Rubrics, Scavenger Hunt Cash Award, Performance of Student Skits, Completion of Cereal-Box Pinhole Viewers, Completion of Math PowerPoints and Inspiration Flow Charts)
 - Non-linguistic Representations** (Read Book/Watch Movie, Create Student Skits, TKAM Memory Game, Collages, Cereal-Box Viewers, Inspiration Graphic Designs, Geometry-Related Digital Photographs, Movie Reviews, Quote Booklets, Great Depression Photo Journals)
 - Cooperative Learning** (TKAM Memory Game, Peer-Editing, Student Skits, Student Produced PowerPoints)

- Set Objectives/Give Feedback** (Opening-day PowerPoint for Goals of Unit, Novel/Video Student Review Sheet)
- Questions/Advanced Organizers** (“Story of Movies” Graphic Organizers, “You Were There”-Research/Questions/Responses, “Opening Credits”-Symbols and Meanings)
- Testing Hypothesis** (Pre- and Post-Unit Anticipation Guides, Novel/Video Student Reviews, Final Project Evaluation for each discipline)
- **Technology**
 - Mobile Laptop Lab (Internet Research, Student Generated PowerPoints)
 - Computer Labs (Internet Research, Inspiration Software, MicroSoft Word)
 - Digital Cameras
 - Video Cameras (filming of Teacher and Student Skits)
- **Supervisors from Kanawha County Schools** (Chose DuPont Middle School 8th Grade Team to design the TKAM Interdisciplinary Unit as a pilot for other middle schools)
- **WVAMLE Presentation** (The 8th Grade Team from DuPont Middle School was selected to present at the annual conference at Stonewall Jackson Resort on Saturday, April 29, 2006. This presentation also incorporated two students who volunteered to be video taped as part of the production.)

Subject Specific Activities

- **English “Writers”** (Writing and Performance of Student Skits)
- **West Virginia Studies “Historians”** (Jim Crow Laws and Great Depression Internet Research Project)
- **Math “Photographers and Graphic Designers”** (Geometry Photography PowerPoint Slide Shows, Inspiration Software with emphasis on sequential order, Story Boards)
- **Reading/Language Arts “Critics”** (Movie Reviews and Quote Booklets)
- **Science “Light Analysts”** (Cereal-Box Pinhole Viewers)
- **Inclusion “Utility Players”** (Inclusion students were involved in all areas of the unit.)

Summary of Results

Results are anticipated to be reflected in improved student percent proficient on the 2006 WESTEST.

Contact: Susan Duernberger (Grade 8 - West Virginia Studies) Phone: (304) 348-1978 or 1979
Email: sduernberger@kcs.kana.k12.wv.us

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 DuPont 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.

The administration and staff at DuPont Middle School have been proactive in dealing with the deficiency in the special education (SE) subgroup in reading/language arts and mathematics. A major step that the school had taken was the implementation of the school inclusion plan. This effort will allow students to be exposed to the expertise of content area educators in all areas where possible.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

- 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 DuPont Middle School and Kanawha County have the capacity to correct the identified deficiencies. However, the capacity must continue to be developed in the special education department and the inclusion program. 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 continuing to build 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 playground/recreational areas were not well equipped and appropriate for the age level.
- 17.1.8. Grades 1-12 classrooms.** Rooms 113, 119, 127A, 127B, and 131 were not of adequate size.
- 17.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation, a ceramic kiln, or black-out areas.
- 17.1.11. Grades 6-12 science facilities.** All of the science facilities did not have the following equipment: Air vacuum, ventilation fume hood, demo table, sufficient laboratory workspace, blanket, emergency shower, balance cases, main gas shut-off, AC and DC current, chalkboard, bulletin board, open and closed shelving, and gas.
- 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, DuPont Middle School and Kanawha County must continue to implement high yield instructional practices and instruction that will improve achievement. The school had implemented a school inclusion plan that should decrease the achievement gap in the SE subgroup. 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
39-406 DuPont Middle	Conditional Accreditation	6.1.5		
			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 one exemplary program, noted an indicator of efficiency, offered a capacity building resource, and noted an early detection and intervention concern.

DuPont 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 DuPont 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).