

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

EAST BANK MIDDLE SCHOOL

KANAWHA COUNTY SCHOOL SYSTEM

JUNE 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of East Bank Middle School in Kanawha County was conducted on May 4, 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

Name	Title	School/County
Barbara Allen	Elementary School Principal	Flatwoods Elementary Braxton County
Dr. Sue Hollandsworth	Marshall University Graduate Student	Marshall University
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

407 EAST BANK MIDDLE SCHOOL – Needs Improvement

Candance Strader, Principal

Grades 06 - 08

Enrollment 486

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	439	490	480	97.95	65.05	Yes	Yes	✓
White	405	454	445	98.01	66.58	Yes	Yes	✓
Black	32	34	33	97.05	50.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	269	304	299	98.35	60.67	Yes	Confidence Interval	✓
Spec. Ed.	74	87	84	96.55	17.80	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	439	490	480	97.95	72.87	Yes	Confidence Interval	✓
White	405	454	445	98.01	73.06	Yes	Confidence Interval	✓
Black	32	34	33	97.05	75.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	269	304	299	98.35	68.16	Yes	Confidence Interval	✓
Spec. Ed.	74	87	84	96.55	21.91	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 95.9%**

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	153	138	151	137	98.69	12.41	27.74	40.15	18.25	1.46	59.85
07	161	142	156	140	96.89	8.57	16.43	63.57	11.43	0.00	75.00
08	176	159	173	158	98.30	12.66	26.58	46.20	13.29	1.27	60.76

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	153	138	151	137	98.69	5.11	29.20	45.26	14.60	5.84	65.69
07	161	142	156	140	96.89	4.29	14.29	54.29	22.86	4.29	81.43
08	176	159	173	158	98.30	11.39	17.09	46.84	20.25	4.43	71.52

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%
EAST BANK MIDDLE	146	3%	18%	68%	10%	1%	21%	79%

Physical Assessment - Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
43.18%	2003-04
44.31%	2002-03
44.161%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

East Bank 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.

East Bank Middle School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroup in reading/language arts, and in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the racial/ethnicity black (B) subgroup with the number (N) less than 50 scored far below the State's percent proficient in mathematics. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students and decrease the achievement gap of the B, SES, and SE subgroups.

Adequate Yearly Progress (AYP) Information by Class data showed the combined percent of students Below Mastery and Novice to be very high in both mathematics and reading: Grade 6 - 40 percent in mathematics and 34 percent in reading; Grade 8 - 39 percent in mathematics. These scores have implication for the Five-Year Strategic Plan and school improvement.

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. Marzano Strategies.
3. Follow the Leaders.
4. C-Teaching Strategies.
5. Five-Year Strategic Plan.
6. Twenty-First Century Learning Skills.
7. Cultural Diversity.
8. WESTEST Preparation.
9. Why Gender Matters.
10. WV Achieves.
11. Middle School Curriculum.
12. Laying Foundation for Success.
13. Preparing Students for the Future.
14. School Leadership that Works.
15. Handling Crisis.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.5. Instructional strategies. The Team commended a resource teacher for modeling inclusive teaching. The teacher conducted an in-depth analysis of student data, identified and targeted below mastery students. This teacher utilized excellent strategies to incorporate appropriate resources that enabled students to be successful within the general education classroom.

The Team commended the Read 180 teacher for diligently utilizing available data for targeting students below mastery and implementing a variety of resources and strategies to implement the Read 180 program.

The Team commended the entire faculty for their collaborative efforts in implementing teaming strategies for the first year. Team observations and teacher interviews showed that the staff was aware of the importance of teaming to ensure student success.

HIGH QUALITY STANDARDS

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

6.1. Curriculum

6.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

The Team observed inconsistencies among the faculty members concerning their lessons plans and teaching their Content Standards and Objectives (CSOs). Several teachers could not articulate how the CSOs were utilized to guide their classroom 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)

The Team members found that the staff did not consistently demonstrate high expectations for student learning and achieving. Students in several classrooms were not on task. Examples in various rooms included students walking around the room while the teacher was attempting to instruct the class, several students were observed to

be talking to each other during instruction, and some students left class during instruction without asking permission.

6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

Students and staff could identify a few individual multicultural activities; however, there was no evidence of a schoolwide multicultural focus or plan. Minimal multicultural activities that addressed Policy 2421 components were implemented throughout the building.

6.2. Student and School Performance

6.2.1. Unified County and School Improvement Plan. A Unified County Improvement Plan and a Unified School Improvement Plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

A majority of the staff was unable to accurately articulate the school's Five-Year Strategic Plan goals. Some teachers reported that they had only received a copy of the plan the morning of the audit.

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 observed that lesson plans were not consistently available. While some faculty members provided lesson plans with documented principal feedback, other faculty members stated that their lesson plans and documented feedback were "at home." Some of the lesson plans were not completed and would be very difficult if not impossible for a substitute to follow.

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)

The staff was unaware of the data available and specific skills needed to improve student performance based on the WESTEST. A majority of teachers interviewed could not identify the two major areas of deficiency or explain adequate yearly progress (AYP).

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

A lack of consistency among the faculty and the students existed regarding school rules, procedures, and expectations. For example, several students were in the hallway unsupervised in at least one instance. The Team also observed small groups of students getting up and leaving during classroom instruction without seeking permission. Staff supervision during class change and lunch time was minimal. On the average, only one or two teachers were observed in the hallways during class changes. This practice opened the possibility of safety and discipline issues arising.

6.8. Leadership

- 6.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

The principal and assistant principal shared a common vision. However, it was not evident that the staff and the administration shared the same knowledge of the school's vision and mission, discuss it, or support the vision. For those who did understand the vision and mission, there was no evidence of an effort to carry out either one of these in a unified manner across grade levels and content areas. The Team recommended that the administration, faculty, and staff collaborate in a unified effort to implement the Five-Year Strategic Plan and the staff participate in the schools vision and mission and demonstrate involvement and support of the plan.

RECOMMENDATIONS

- 6.1.3. Learning environment.** The Team observed that some classrooms did not have an environment conducive to learning. Noise from the halls and adjoining classrooms as well as from the frequently used Motorola Talkabouts handheld radios and the school intercom disrupted teaching and learning. These disruptions made it difficult, if not impossible, to attain a high level of effective instruction.
- 6.1.7. Library/educational technology access and technology application.** The Team observed many times during the school day that the computer labs were not in use. The Team recommended that the computer labs be used on a regular, ongoing basis and be maintained for maximum use.

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 East Bank 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.

A disconnect between the school staff and the administration seemed evident. Through administrative interviews, it was apparent that certain standards and requirements were placed on the staff; however, teacher interviews indicated that some of the major standards were not being carried out. For example, the principal stated that the staff was fully aware of the components of the Five-Year Strategic Plan, but many of the teachers could not articulate this; the principal produced the various types of student data that the teachers had been given for dissemination, yet the teachers could not talk with the Team about this data; the principal produced the Content Standards and Objectives (CSOs) and stated that the necessary staff development had been made available to the teachers, yet many of the teachers seemed to be unaware of the CSOs and how they were to be used to help drive their classroom instruction. This divide between the administration and staff had the ability to negatively impact student achievement at the school. It is imperative that East Bank Middle School staff and Kanawha County immediately investigate the reasons and solution to this issue to improve the efficiency and effectiveness of the school's program.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.1. Curriculum based on content standards and objectives.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.2.1. Unified County and School Improvement Plan.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
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
6.7.1. School rules, procedures, and expectations.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

- 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.**

Capacity building needs to occur for educators at the school in implementing the school's Five-Year Strategic Plan, the West Virginia Content Standards and Objectives (CSOs), and the various student data to improve student and school achievement.

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.** Room 113 did not have adequate storage.
- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility did not have acoustical treatment. The physical education facility did not have a drinking fountain, display case, bulletin board, or audio device.
- 17.1.11. Grades 6-12 science facilities.** The science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment was not available for all science classrooms: Darkening provisions, main gas shut-off, fire extinguisher, blanket, emergency showers, and balance cases.
- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage did not have acoustical panels.
- 17.1.14. Food service.** The food service area did not have a chalkboard and bulletin board.

17.1.15. Health service units. The health services unit did not have a toilet, lavatory, or 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 low achievement levels of students in the special education (SE) subgroup in reading/language arts and mathematics, as well as marginal performances of other subgroups, East Bank Middle School and Kanawha County must implement high yield instructional practices 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
39-407 East Bank Middle	Conditional Accreditation	6.1.1; 6.1.2; 6.1.12; 6.2.1; 6.2.3; 6.2.4; 6.7.1; 6.8.1		
			5.1.1 (SE)	May 31, 2007

Education Performance Audit Summary

The Team identified eight high quality standards necessary to improve performance and progress to meet 5.1.1 Achievement for the special education (SE) subgroup. The Team also presented one school initiative for achieving adequate yearly progress (AYP) and two recommendations. Additionally, the Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

East Bank 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 East Bank 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).