

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**CHEAT LAKE MIDDLE SCHOOL**

**MONONGALIA COUNTY SCHOOL SYSTEM**

**FEBRUARY 2006**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Cheat Lake Middle School in Monongalia County was conducted on January 5, 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 Unified School Improvement 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 – Bruce Hollis, Coordinator, GEAR UP

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>
Brad Fittro	Middle School Assistant Principal	Robert L. Bland Middle Lewis County
Ron Hall	High School Assistant Principal	Pocahontas County High Pocahontas County
Frank Marino	Elementary School Principal	Harden Elementary Harrison County

### SCHOOL PERFORMANCE

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

#### 56 MONONGALIA COUNTY

Frank Devono, Superintendent

#### 301 CHEAT LAKE MIDDLE SCHOOL – Needs Improvement

Joanne Hines, Principal

Grades 05 - 08

Enrollment 572

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	535	559	559	100.00	79.81	Yes	Yes	✓
White	523	540	540	100.00	79.73	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	113	122	122	100.00	50.44	Yes	No	✗
Spec. Ed.	66	70	70	100.00	24.24	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	535	559	559	100.00	83.92	Yes	Yes	✓
White	523	540	540	100.00	84.13	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	113	122	122	100.00	55.75	Yes	No	✗
Spec. Ed.	66	70	70	100.00	27.27	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.8%**

## Adequate Yearly Progress (AYP) Information by Class

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
05	160	153	160	153	100.00	3.27	15.69	39.22	27.45	14.38	81.05
06	121	118	121	118	100.00	9.32	13.56	41.53	27.12	8.47	77.12
07	127	117	127	117	100.00	4.27	15.38	31.62	33.33	15.38	80.34
08	151	147	151	147	100.00	6.80	12.93	32.65	31.97	15.65	80.27

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
05	160	153	160	153	100.00	5.88	11.11	32.03	35.29	15.69	83.01
06	121	118	121	118	100.00	5.08	12.71	38.98	25.42	17.80	82.20
07	127	117	127	117	100.00	3.42	13.68	27.35	35.04	20.51	82.91
08	151	147	151	147	100.00	2.72	10.20	37.41	26.53	23.13	87.07

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

	<b>Total # Tested</b>	<b>% Novice</b>	<b>% Partial Mastery</b>	<b>% Mastery</b>	<b>% Above Mastery</b>	<b>% Distinguished</b>	<b>% Below # Mastery</b>	<b>% At or # Above Mastery</b>
<b>STATE – WV</b>	21040	2%	24%	57%	14%	3%	27%	73%
<b>MONONGALIA COUNTY</b>	715	3%	23%	57%	12%	4%	26%	74%
<b>CHEAT LAKE MIDDLE</b>	124	2%	17%	60%	15%	5%	19%	81%

**Physical Assessment – Presidential Physical Fitness Test  
Passage Rate**

<b>Percentage of Students</b>	<b>School Year</b>
43.03%	2003-04
44.44%	2002-03
41.624%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

**Cheat Lake Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement of the economically disadvantaged students (SES) in mathematics and reading/language arts and special education students (SE) in 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.**

**Cheat Lake Middle School achieved AYP in the special education (SE) subgroup in mathematics only by application of the safe harbors provision. Only 24.24 percent of the students were proficient in this cell. A significant disparity existed between the achievement of the economically disadvantaged (SES) 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 these subgroups and apply interventions to close the achievement gap for the economically disadvantaged (SES) and special education (SE) students.**

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

1. Technology – United Streaming training.
2. WESTEST test overview and disaggregation.
3. “I Know” Website training.
4. World Book online training.
5. Five-Year Strategic Plan planning session.
6. Responsible Student Program training.
7. Technology Integration training – United Streaming, EDClass, with Active Book Reader, Blogs, Marco Polo, and WebQuest Portal.
8. Confidentiality training.
9. Reading Strategies and Integration.
10. Note-taking strategies.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

**6.1.3. Learning environment.** Students interviewed indicated that they felt safe, appreciated, and nurtured. Students stated that the school staff was fair and consistent with discipline and that teachers genuinely cared for all students.

Teachers worked well together and made excellent use of joint planning time. Teachers used the entire class periods for instruction and students were on-task and teachers were fully engaged with students from the beginning of class until the end of class.

Extensive work had been done to the facility this year that improved the learning environment and made it warm, welcoming, and educationally stimulating. Students interviewed commented that they were proud of their school and its appearance.

**6.1.5. Instructional strategies.** The music and art departments collaboratively developed a school musical. The production of a full-scale musical at the middle school level demonstrated a remarkable display of collaboration and instruction.

**6.1.7. Library/educational technology access and technology application.** The media specialist was well organized and created an atmosphere that encouraged learning and fostered student use of the facility and its resources. The library was warm and inviting and was well utilized throughout the day.

**6.8.1. Leadership.** This is the first year for the principal at this school. The principal was well organized and dedicated to the achievement of all students. The principal was a positive role model for students and staff and carried out the administrative responsibilities efficiently and effectively. It was evident that improvements have been made from the beginning of the year until the time of the Education Performance Audit.

## HIGH QUALITY STANDARDS

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

#### 6.1. Curriculum

**6.1.6. Instruction in writing.** Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

The Team interviewed teachers and students and found all teachers were not providing instruction in writing to all students on a weekly basis. The Team also observed that in many cases student writing was not collected and corrected for spelling, punctuation, content, and grammar.

## 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)**

The Team observed several lesson plans that were incomplete and could not be followed by substitute teachers. Given the deficiencies in the special education (SE) subgroup and the performance of the economically disadvantaged (SES) subgroup, it is important that the administrators review plans and assure that lessons are coherent, relevant, sequential, and address students' learning needs.

## 6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

Deficiencies noted in the State Fire Marshal report had not been corrected. Issues included:

1. Book slot in the wall of the Media Center needed to be replaced to prevent infiltration of smoke in case of a fire.
2. Door closures were needed in the new modular building.
3. Wire mold boxes and covers needed to be installed over the exposed wiring in the Home Economics Room where the lights had been removed.
4. Emergency lights needed to be installed in the Weight Room area on the old stage of the gymnasium.

Two areas of the Food Establishment Inspection Report had not been addressed. These included:

1. Ceiling vents in Dish Room were not cleaned.
2. Ceiling tiles were in poor repair in several kitchen locations.

## RECOMMENDATIONS

- 6.1.1. Curriculum based on content standards and objectives.** The Team observed that the county-provided lesson plan folders contained tabs that referenced the West Virginia Instructional Goals and Objectives (IGOs). The Team recommended that all information be updated to address the current West Virginia Content Standards and Objectives (CSOs).
- 6.1.3. Learning environment.** Several classrooms had wrinkled carpet that was fastened with duct tape. This presented a tripping hazard. The carpet needed to be repaired or removed to provide a safer environment.
- 6.1.5. Instructional strategies.** The school was not implementing an inclusion model for special education (SE) students. Special education students were being instructed in a self-contained classroom setting. In order to increase the number of students proficient in the SE subgroup, the school needed to implement an inclusion program across all grade levels and examine instructional strategies to determine their effectiveness.
- 6.1.8. Instructional materials.** Teachers reported that they had not received adequate training on the implementation of the newly adopted mathematics textbooks. Some teachers also indicated they had not received adequate training on the implementation of the reading program. The Team recommended that the school and county provide more extensive training to ensure the efficient and effective delivery of all subject area material.
- 6.1.12. Multicultural activities.** Although teachers implemented individual activities relevant to multicultural education, including zero tolerance and prevention, no approved unified, comprehensive plan to organize this instruction was evidenced. The Team recommended that a county plan be approved, implemented, and that staff be trained in its implementation.

## **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 Cheat Lake Middle School in providing a thorough and efficient system of education. Monongalia 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 Monongalia 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.**

In order to increase the achievement of the economically disadvantaged (SES) and special education (SE) students, the school and county need to investigate the collaborative approach to education. This would expose these students to instruction provided by general education teachers who are well trained in subject area content.

### **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 Cheat Lake Middle School in achieving capacity, the following resources are recommended.

<b>HIGH QUALITY STANDARDS</b>	<b>RECOMMENDED RESOURCES</b>
6.1.6. Instruction in writing.	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
6.4.1. Regulatory Agency Reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711  West Virginia Department of Education Office of Child Nutrition (304) 558-2708

**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 Cheat Lake Middle School and Monongalia County have the capacity to correct the identified deficiencies; however, the capacity must be developed in the Special Education Department to provide quality services to address the low performance of the SE subgroups on the WESTEST. Furthermore, the school and county must examine instruction provided SES students to determine if the rigor and expectations are in place. The Team recommended that the Monongalia 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 SE students and SES students.

Note: This is the first year for the current principal at Cheat Lake Middle School. The Team interviewed teachers and students and concluded that great strides had been made to improve student achievement. The Team believed that student achievement for all students will increase given the atmosphere of the school.

### 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 was not large enough for future expansion.
- 17.1.2. Administrative and service facilities.** The administrative office area did not include an adequate reception/waiting area. The administrative personnel were not provided sufficient work space and privacy.
- 17.1.10. Specialized instructional areas.** The art facility was not of adequate size and lacked adequate storage. The physical education facility was not of adequate size and did not have a display case or bulletin board.
- 17.1.11. Grades 6-12 science facilities.** The science facilities were not of adequate size.

### **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 student performance in the SES and SE subgroups it is imperative that Cheat Lake Middle School and Monongalia County continue to investigate research-based, high-yield methods of instruction that will bring about the success of all students. These students need to be given exposure to instruction by general education teachers in collaboration with special education teachers.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
56-301 Cheat Lake Middle	Conditional Accreditation	6.1.6; 6.2.3; 6.4.1		
			5.1.1 (SES/SE)	May 31, 2007

**Education Performance Audit Summary**

The Team identified three high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for economically disadvantaged (SES) and special education (SE) subgroups. The Team also presented four school initiatives for achieving adequate yearly progress (AYP) and five recommendations. The Team offered an indicator of efficiency for curriculum, suggested capacity building resources, and noted an early detection and intervention concern.

Cheat Lake Middle School’s Education Performance Audit was limited in scope to the performance standards and progress related to student and school performance in the area of deficiency (5.1.1 SES/SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Cheat Lake 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).