

OFFICE OF EDUCATION PERFORMANCE AUDITS



**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
GEORGE WASHINGTON MIDDLE SCHOOL
PUTNAM COUNTY SCHOOL SYSTEM**

DECEMBER 2005

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of George Washington Middle School in Putnam County on December 6, 2004.

A Follow-up Education Performance Audit of George Washington Middle School in Putnam County was conducted October 28, 2005. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school "... does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education."

**SCHOOL PERFORMANCE
2003-2004**

72 PUTNAM COUNTY

Harold Chuck Hatfield, Superintendent

305 GEORGE WASHINGTON MIDDLE SCHOOL - Needs Improvement

Tom Tull, Principal

Grades 06 – 08

Enrollment 288

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	283	291	286	98.28	73.47	Yes	Yes	✓
White	283	291	286	98.28	73.47	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	154	160	156	97.50	67.54	Yes	Yes	✓
Spec. Ed.	70	73	69	94.52	31.34	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	283	291	288	98.97	80.35	Yes	Yes	✓
White	283	291	288	98.97	80.35	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	154	160	157	98.13	74.17	Yes	Yes	✓
Spec. Ed.	70	73	72	98.63	49.27	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 93.1%**

SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

72 PUTNAM COUNTY

Harold Chuck Hatfield, Superintendent

305 GEORGE WASHINGTON MIDDLE SCHOOL – Passed

Tom Tull, Principal

Grades 06 – 08

Enrollment 291

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	276	297	295	99.32	80.00	Yes	Yes	✓
White	275	295	293	99.32	80.29	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	169	184	182	98.91	76.78	Yes	Yes	✓
Spec. Ed.	63	70	69	98.57	41.26	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	276	297	295	99.32	87.27	Yes	Yes	✓
White	275	295	293	99.32	87.22	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	169	184	182	98.91	86.30	Yes	Yes	✓
Spec. Ed.	63	70	69	98.57	69.84	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.6%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

George Washington Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: Special education students (SE). In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement; however, the Team determined that the revised USIP did not provide specific strategies to increase student achievement. The USIP was written in general terms and did not provide direction to teachers.

FOLLOW-UP REVIEW

COMPLIANCE. George Washington Middle School achieved adequate yearly progress (AYP) in all subgroups designated in 5.1.1. Achievement. Factors that contributed to the increase in the percentage of students performing at the mastery level included:

1. Revising the master schedule to provide more instructional time.
2. Employment of instructional coaches to assist teachers and model effective instructional practices.
3. Extensive achievement data analysis to identify students' deficiencies.
4. Inclusion of special education students in mathematics and reading/language arts classes.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

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)

There was inconsistency in the use of the Sustained Silent Reading (SSR) time. Some classes were monitored closely while others were not. When asked during interviews students indicated that some did not read and teachers did not approve their reading

material and there was little accountability. The Team determined that 30 minutes daily was not being utilized in all classes for SSR.

FOLLOW-UP REVIEW

COMPLIANCE. The sustained silent reading period was eliminated from the master schedule to provide additional instructional time.

- 6.1.6. 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)

The Team did not see evidence that the computer laboratory was being fully utilized for individual student instruction. The Team did not see that technology was integrated in all areas of instruction. Instructional software was not utilized to meet individual student needs; rather, all students used the same instructional lessons for skill improvement.

FOLLOW-UP REVIEW

COMPLIANCE. The computer laboratory schedule was revised to allow teachers open access to the laboratory. New instructional software (Skills Bank 5) was purchased and added to the server. Teachers were trained in the use of the new software.

- 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)

While the school had numerous multicultural activities in place there was not a countywide plan for implementing Policy 2421 in place.

FOLLOW-UP REVIEW

COMPLIANCE. A countywide multicultural plan was developed and implemented.

6.2. Student and School Performance

- 6.2.1. Unified County and School Improvement Plans.** 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.

The revised Unified School Improvement Plan (USIP) was not specific and did not provide teachers with clear, concise direction to improve student achievement.

FOLLOW-UP REVIEW

COMPLIANCE. The Five-year Strategic Plan was in the process of being developed. The Team reviewed the rough draft and observed that the plan was detailed and provided direction to the staff.

6.6. Personnel

6.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

Two special education teachers were not licensed for their assignment.

FOLLOW-UP REVIEW

COMPLIANCE. The two special education teachers were no longer employed at the school.

RECOMMENDATIONS

6.1.1. Curriculum. The Team recommended that the principal and county staff monitor instruction to assure that instructional skills provided in staff development are being implemented in the classrooms. The Team also recommended that the curriculum mapping and the concept maps be monitored to assure that all teachers are using the prioritized curriculum.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Professional development for instructional strategies was provided to the staff and the principal monitored lessons plans and conducted classroom walkthroughs to ensure that a variety of instructional strategies were being used.

6.1.2. High expectations. The Team observed that students were grouped by achievement on the WESTEST for instruction. The principal indicated that the grouping was flexible and students were not grouped for all subjects. The Team recommended that the Curriculum Team reassess this practice to assure that all students are provided instruction at a high level.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Grouping students was no longer practiced since inclusion of special education students was expanded.

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 Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide George Washington Middle School in providing a thorough and efficient system of education. Indicators of Efficiency shall not be used to affect the approval status of Putnam County or the accreditation status of the schools.

7.1.5. School personnel. Adequate administrative, instructional, support, and service personnel are provided to deliver the programs of study and services that meet West Virginia Code and West Virginia Board of Education policies. (Policy 2320; Policy 2510; Policy 2520; et al.)

Inclusion of special education students was being implemented in Grade 6 as a tool to increase student achievement; however, the principal indicated that inclusion could not be implemented in Grades 7 and 8 because of the limited special education staff. The principal indicated that inclusion could be implemented at each grade level with the addition of one special education teacher.

FOLLOW-UP CONCLUSION

The inclusion of special education students was expanded. Inclusion was used in Grade 6 language arts, Grade 7 mathematics and language arts, and Grade 8 reading.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 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 George Washington Middle School and Putnam County Schools have the capacity to increase student achievement and correct the identified deficiencies.

FOLLOW-UP CONCLUSION

George Washington Middle School achieved adequate yearly progress (AYP) in all subgroups designated in 5.1.1. Achievement. Factors that contributed to the increase in the percentage of students performing at the proficient level included:

- 1. Revising the master schedule to provide more instructional time.**
- 2. Employment of instructional coaches to assist teachers and model effective instructional practices.**
- 3. Extensive achievement data analysis to identify students' deficiencies.**
- 4. Inclusion of special education students in mathematics and reading/language arts classes.**

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.

- 17.1.3. Teachers' workroom.** The teachers' workroom did not have adequate space.

FOLLOW-UP CONCLUSION

- 17.1.3. Teachers' workroom.** A teachers' workroom with adequate space was provided.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
72-305 George Washington Middle	Full Accreditation			

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Putnam County School System and continue the Full Accreditation status of George Washington Middle School.