

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BUFFALO MIDDLE SCHOOL

WAYNE COUNTY SCHOOL SYSTEM

FEBRUARY 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Buffalo Middle School in Wayne County on November 9, 2004.

A Follow-up Education Performance Audit of Buffalo Middle School in Wayne County was conducted November 8, 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**

89 WAYNE COUNTY
Gary Adkins, Superintendent
301 BUFFALO MIDDLE SCHOOL - Needs Improvement
John Waugaman, Principal
Grades 06 - 08
Enrollment 387

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	359	380	375	98.68	60.73	Yes	Yes	✓
White	355	376	371	98.67	60.28	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	157	170	165	97.06	49.34	Yes	No	✗
Spec. Ed.	84	88	84	95.45	15.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	359	380	375	98.68	80.50	Yes	Yes	✓
White	355	376	371	98.67	80.28	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	157	170	166	97.65	71.24	Yes	Confidence Interval	✓
Spec. Ed.	84	88	84	95.45	36.25	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

**Passed
Attendance Rate = 96.2%**

**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.

89 WAYNE COUNTY
Gary Adkins, Superintendent

301 BUFFALO MIDDLE SCHOOL - Needs Improvement

John Waugaman, Principal
Grades 06 - 08
Enrollment 376

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	357	393	391	99.49	67.88	Yes	Yes	✓
White	351	385	383	99.48	67.90	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	121	138	137	99.27	53.33	Yes	Confidence Interval	✓
Spec. Ed.	85	94	94	100.00	22.35	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	357	393	392	99.74	79.49	Yes	Yes	✓
White	351	385	384	99.74	79.42	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	121	138	138	100.00	65.28	Yes	Confidence Interval	✓
Spec. Ed.	85	94	94	100.00	38.82	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 100.0%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Buffalo Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: Economically disadvantaged students (SES) and 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.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Buffalo Middle School showed an increase in the percentage of students performing at the proficient level; however, the school failed to achieve adequately yearly progress (AYP) in the special education (SE) subgroup for mathematics and reading/language arts. The Five-Year Strategic Plan was in the developmental stage and the principal indicated that the special education subgroup was being addressed in the plan.

A significant achievement gap continued to exist between the SES and SE subgroups and that of the all students (AS) and racial/ethnicity white (W) subgroups. Wayne County and Buffalo Middle School must apply high-yield instructional practices and conduct formative assessments to assure students master skills.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

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)

The Team determined that some multicultural activities were conducted; however, a county plan for Policy 2421 was not available or implemented at the school level.

FOLLOW-UP REVIEW

COMPLIANCE. A countywide multicultural plan was developed and implemented.

- 6.1.13. Instructional day.** Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

The Team observed two special education students being dismissed from school 20 minutes before the end of the instructional day. When asked during interviews, staff members indicated that the students were dismissed for transportation reasons. A review of the students' Individual Education Plans (IEPs) did not indicate that the students were to have a shortened instructional day. In consideration of the special education (SE) subgroup failure to achieve adequate yearly progress (AYP), instructional time needed to be maximized for instruction.

FOLLOW-UP REVIEW

COMPLIANCE. All students were receiving the appropriate amount of instructional time.

RECOMMENDATIONS

- 6.1.3. Learning environment.** The Team observed that one special education teacher was assigned in-school suspension duties during regularly scheduled classes. In addition, the Team observed that students were not supervised as they changed classes between buildings and two teachers were not in their classrooms when Team members entered the classrooms to observe the class. Some students indicated during interviews that some classes were boring and they saw little relevance in what they were doing. When asked about the basic skills classes, students indicated that all students were often given the same worksheet to complete. The Team recommended that the school staff review the in-school suspension program to determine alternative methods of supervision of suspended students to decrease the adverse impact on regular classroom instruction. The Team also recommended that the staff review procedures to ensure that students are supervised at all times. The Team recommended that the staff review instructional practices to ensure that relevant work is assigned and completed by all students.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The teacher's assignment was revised to eliminate the in-school suspension duties during regularly scheduled classes. Supervision duties were assigned to ensure that students were monitored during class changes.

- 6.1.5. Instructional strategies.** The Team observed that the basic skills class used worksheets as the primary instructional tool. The teachers did not have lesson plans and instruction was not differentiated to meet the needs of the students. Various instructional strategies needed to be utilized across the curriculum and individual student deficiencies needed to be addressed.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The skills class was revised to make the work more relevant, eliminate the over emphasis on worksheets, and increase the use of the computer laboratory and the COMPASS Learning instructional software. Lesson plans were available for all skills classes.

- 6.1.7. Library/educational technology access and technology application.** The Team recommended that the Technology Team review the technology plan, objectives, and activities to assure that all students have access to technology. In addition, the Technology Team should review all computer hardware and software to assure that all computers are operational and that all available software is being utilized.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The computer laboratory schedule was revised to ensure that all students regularly utilized the available technology.

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 Buffalo Middle School in providing a thorough and efficient system of education. Indicators of Efficiency shall not be used to affect the approval status of Wayne County or the accreditation status of the schools.

Curriculum delivery.

Curriculum delivery should be more effective and efficient if educators examine and alter instructional strategies to motivate and interest students, particularly the subgroups that did not achieve adequate yearly progress (AYP). This also has implications for the school's administrative practices and the Wayne County School System in monitoring implementation and effectiveness of the school's Unified School Improvement Plan (USIP).

FOLLOW-UP CONCLUSION

The principal indicated during interviews that an emphasis was made to ensure that special education students were taught the Content Standards and Objectives (CSOs). The Team recommended that the county and the school consider expanding the inclusion of special education students in the general classes. Further professional development would be necessary to ensure a smooth transition to full inclusion. In addition, professional development in instructional strategies should be provided and applied to ensure that students are challenged in all classes.

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 Buffalo Middle School and Wayne County Schools have the capacity to increase student achievement and correct the identified deficiencies.

FOLLOW-UP CONCLUSION

Buffalo Middle School showed an increase in the percentage of students performing at the proficient level; however, the school failed to achieve adequately yearly progress (AYP) in the special education (SE) subgroup for mathematics and reading/language arts. The Five-Year Strategic Plan was in the developmental stage and the principal indicated that the special education subgroup was being addressed in the plan.

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.

- 17.1.1. School location.** The school site did not have adequate paved surface for parking, was not well landscaped, and the playground area was not well equipped.
- 17.1.10. Specialized instructional areas.** The art facility did not have adequate display facilities, a kiln, and black-out areas. The music facility did not have adequate storage and acoustical treatment.
- 17.1.11. Grades 6-12 science facilities.** The science facilities did not have access to outdoor activities. In addition, the science laboratories did not have adequate space, student workspaces with sink, water, gas, and electricity. Fire extinguishers, fire blankets, emergency showers, and ventilation hoods were not available.
- 17.1.12. Grades 7-12 auditorium/stage.** The school did not have an auditorium/stage.
- 17.1.15. Health service units.** The school did not have a health service unit.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the December 2004 Draft Report.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
89-301 Buffalo Middle	Conditional Accreditation		5.1.1 (SE)	May 31, 2007

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Wayne County School System and continue the Conditional Accreditation status of Buffalo Middle School with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).