

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FORT GAY 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 Fort Gay Middle School in Wayne County on November 9, 2004.

A Follow-up Education Performance Audit of Fort Gay 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
304 FORT GAY MIDDLE SCHOOL - Needs Improvement
Donita Webb, Principal
Grades 06 - 08
Enrollment 268

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	242	262	258	98.47	62.34	Yes	Yes	✓
White	239	259	255	98.46	61.86	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	173	190	186	97.89	56.47	Yes	Confidence Interval	✓
Spec. Ed.	52	56	55	98.21	19.60	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	242	262	257	98.09	77.73	Yes	Yes	✓
White	239	259	254	98.07	77.44	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	173	190	185	97.37	75.73	Yes	Yes	✓
Spec. Ed.	52	56	54	96.43	35.29	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

**Passed
Attendance Rate = 97.4%**

**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
304 FORT GAY MIDDLE SCHOOL - Passed
Donita Webb, Principal
Grades 06 - 08
Enrollment 262

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	259	278	271	97.48	73.12	Yes	Yes	✓
White	256	275	268	97.45	72.80	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	185	200	195	97.50	68.50	Yes	Yes	✓
Spec. Ed.	48	55	52	94.54	35.55	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	259	278	270	97.12	80.07	Yes	Yes	✓
White	256	275	267	97.09	79.83	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	185	200	193	96.50	76.96	Yes	Yes	✓
Spec. Ed.	48	55	51	92.72	38.63	By Average	NA	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 98.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Fort Gay Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. The 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.

FOLLOW-UP REVIEW

COMPLIANCE. Fort Gay Middle School achieved adequate yearly (AYP) progress 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. Implementation of the Accelerated Reader program.
2. Employment of academic coaches to assist the teachers with instructional strategies.
3. The schedule was revised to provide additional mathematics instructional time.
4. Warm-up problems were taught based on analysis of WESTEST data.
5. Regular staff development opportunities by Robin Fogarty were provided.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

- 6.1.7. 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 determined that technology was under-utilized throughout the school. Computers were found in disrepair. Purchased programs were not being utilized. The Team determined through staff interviews that there was confusion concerning the utilization of technology and what was available was not being used. Technology is required through the COMPASS program and, if used appropriately, can enhance teaching and learning.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed that computers had been repaired and were being utilized in the classrooms and the computer laboratories. A computer laboratory schedule was developed to ensure that the available technologies were being fully utilized.

- 6.1.8. Instructional materials.** Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

A teacher informed the Team that teachers' editions for reading, spelling, English, and science were not available. Teachers' guides are important as a resource and aid in delivering the subject content and recommending supplemental instructional materials that enhance the concepts contained in the textbooks. Teachers' editions are especially important to those teaching special education students for suggesting various instructional strategies and varied ways of presenting the material.

FOLLOW-UP REVIEW

COMPLIANCE. The Team determined through interviews and observations that all teachers had the necessary resources and materials.

- 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 was not available at the school for the implementation of West Virginia Board of Education Policy 2421 *Racial, Sexual, Religious/Ethnic Harassment and Violence Policy*. Consequently, the plan had not been implemented.

FOLLOW-UP REVIEW

COMPLIANCE. A countywide multicultural plan was developed and implemented.

RECOMMENDATIONS

- 6.1.3. Learning environment.** A plan that reflects the particular needs of students to study and learn in an environment free from harassment and violence is essential to student and teacher performance. The Team recommended that the principal and Curriculum Team consider decreasing the number of bells that ring throughout the day. The Team also recommended that sound reduction material be used in the library to reduce the noise level generated by the computer server. Additionally, the Team recommended that student work be prominently displayed throughout the building.

FOLLOW-UP REVIEW

RECOMMENDATION PARTIALLY FOLLOWED. The recommendation was followed with the exception of the sound reduction in the library. The Team observed that the server had not been enclosed and the noise was still loud and distracting. The server needed to be enclosed and soundproofing installed to reduce the noise level in the library

6.7.1. School rules, procedures, and expectations. The Team observed loud and aggressive student behavior in the hallways. The Team recommended that staff supervision be increased in the hallways and the staff communicate appropriate hallway behavior expectations to the students.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team observed that the students were well behaved and orderly while changing classes. Teachers were observed monitoring students during class change.

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 Fort Gay 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.

7.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

Fort Gay Middle School would operate more effectively and efficiently if personnel were present and consistently supervised hallways. Their presence would likely prevent overall loud and aggressive student behaviors before they escalated to more serious offenses. This would enhance teaching and learning of those subgroups affected by these behaviors and improve the overall school environment for all students.

FOLLOW-UP CONCLUSION

The Team observed that the students were well behaved and orderly while changing classes and teachers were monitoring students during class change.

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

Wayne County School System and Fort Gay Middle School are encouraged to target resources strategically to provide teachers textbook editions and staff supervision to improve student, school, and school system performance.

FOLLOW-UP CONCLUSION

Fort Gay Middle School achieved adequate yearly progress (AYP) in all subgroups designated in 5.1.1. Achievement. The school will need to build on its improvement and continue instructional strategies to close the achievement gap between the economically disadvantaged (SES) and special education (SE) subgroups and the all students (AS) and racial/ethnicity white (W) subgroups.

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 did not have adequate parking. The Team observed standing water at the back door of the commons area.
- 17.1.2. Administrative and service facilities.** An adequate reception/waiting area was not available.
- 17.1.5. Library/media and technology center.** The server was loud and distracting.
- 17.1.9. Grades K-12 remedial.** The remedial area was not adjacent to general instructional areas.
- 17.1.10. Specialized instructional areas.** A kiln was not available in the art facility.
- 17.1.11. Grades 6-12 science facilities.** Science laboratories did not have student workspace with water, gas, and electricity. A fire extinguisher and safety blanket were not available.

- 17.1.12. Grades 7-12 auditorium/stage.** The auditorium did not have fire resistant curtains, acoustical panels, film screens, or controlled illumination.
- 17.1.14. Food service.** The food service area did not have a receiving area and adequate storage.
- 17.1.15. Health service units.** A health service unit was not available.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the December 2004 Draft Report with the exception of the following:

- 17.1.11. Grades 6-12 science facilities.** The science laboratory had a fire extinguisher and safety blanket available.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
89-304 Fort Gay Middle	Full Accreditation			

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 Full Accreditation status of Fort Gay Middle School.