

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WAYNE 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 Wayne Middle School in Wayne County on November 9, 2004.

A Follow-up Education Performance Audit of Wayne Middle School in Wayne County was conducted November 9, 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
305 WAYNE MIDDLE SCHOOL - Needs Improvement
W. G. Brubeck, Principal
Grades 06 - 08
Enrollment 538

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	501	524	518	98.85	67.94	Yes	Yes	✓
White	499	522	516	98.85	68.21	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	348	366	361	98.63	60.05	Yes	Confidence Interval	✓
Spec. Ed.	91	100	95	95.00	19.54	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	501	524	518	98.85	80.04	Yes	Yes	✓
White	499	522	516	98.85	80.16	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	348	366	361	98.63	74.63	Yes	Yes	✓
Spec. Ed.	91	100	95	95.00	27.58	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 95.7%

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

305 WAYNE MIDDLE SCHOOL - Needs Improvement

Loren Perry, Principal

Grades 06 - 08

Enrollment 515

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	522	556	547	98.38	73.59	Yes	Yes	✓
White	522	554	545	98.37	73.59	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	334	364	357	98.07	67.17	Yes	Yes	✓
Spec. Ed.	104	115	109	94.78	37.00	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	522	556	545	98.02	83.62	Yes	Yes	✓
White	522	554	543	98.01	83.62	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	334	364	355	97.52	80.12	Yes	Yes	✓
Spec. Ed.	104	115	108	93.91	44.44	No	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.0%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Wayne 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

NONCOMPLIANCE. Wayne Middle School failed to achieve adequately yearly progress (AYP) in the special education (SE) subgroup in reading/language arts. Initiatives implemented to increase student achievement for this subgroup included the following.

1. Teaming with general education and special education teachers.
2. After-school tutoring.
3. Employment of academic coaches to assist teachers with instructional strategies.
4. Staff development in the efficient use of instructional technology.

The Team noted that the SE subgroup had made substantial progress in percent proficient from the previous year: Mathematics (19.54 percent in 2003-2004) and (37 percent in 2004-2005) and reading/language arts (27.58 percent in 2003-2004) and (44.44 percent in 2004-2005).

New Deficiency

5.1.2. Participation rate.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Wayne Middle School failed to achieve adequate yearly progress (AYP) in participation rate in the special education (SE) subgroup in reading/language arts.

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)**

The Team observed one classroom in which no instruction occurred during the entire instructional period. The teacher also stated that sentence writing was used as punishment for misbehavior. Writing is more effectively used for developing writing skills in a positive manner rather than the negative for punishment. The Team also observed instruction in three science classrooms that did not have a minimum of fifty percent (50%) hands-on-instruction. Research shows that students respond to inquiry, investigation, and learn from being actively involved in learning.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed a variety of instructional strategies being used in classrooms and students were actively engaged in the instructional process. Science classes observed were using hands-on instruction.

- 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)**

When asked during interviews, teachers indicated that the computer laboratory was not available on a regular basis; however, when the Team reviewed that computer laboratory sign-in records members found that laboratory was not fully utilized to the extent of its availability. The Team also observed very few classroom computers being used throughout the day.

FOLLOW-UP REVIEW

COMPLIANCE. An additional computer laboratory had been installed. Classes were observed utilizing the computer laboratories. Lessons showed that technology was being utilized in all programs of study.

- 6.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in W.Va. 126CSR42 West Virginia Board of Education 2510 (hereinafter Policy 2510) for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

Chorus was not being offered.

FOLLOW-UP REVIEW

COMPLIANCE. Chorus was offered at all grade levels. The addition of chorus was reflected in the master schedule.

6.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

The Team could not determine that 75 percent (75%) of the counselor's time was spent in direct counseling services with students. The counselor estimated that 40 to 60 percent (40% - 60%) of the time was utilized in direct counseling services with students.

FOLLOW-UP REVIEW

COMPLIANCE. The counselor maintained student contact logs to verify that 75 percent of the time was spent in direct counseling services to students.

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)

A county multicultural plan or curriculum was not available at the school nor implemented.

FOLLOW-UP REVIEW

COMPLIANCE. A countywide multicultural plan was developed and implemented. The Team saw evidence of multicultural activities.

6.6. Personnel

6.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

The guidance counselor did not have mutually established evaluation goals developed by November 1, 2004, as required by Policy 5310, Performance Evaluation of School Personnel.

FOLLOW-UP REVIEW

COMPLIANCE. The counselor had mutually established goals that had been developed by November 1, 2005.

RECOMMENDATIONS

- 6.1.2. High expectations.** The teachers were unable to articulate high expectations for their students. The Team recommended that team meetings be conducted for teachers to identify their expectations for students and communicate those expectations to the students and parents.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Teaming was instituted to allow all teachers to have common planning periods and meet daily to discuss instructional concerns. The Team observed one team of teachers meeting with parents to discuss the students' educational progress.

- 6.1.6. Instruction in writing.** Writing assessment scores were somewhat low with only one student scoring 4.0, five scoring 3.5, and 17 scoring 3.0. The Team recommended that instruction in writing be applied in all appropriate classes to improve the frequency of students performing at high levels.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team observed writing activities in all lesson plans, saw writing instruction in classes, and saw students' writing displayed throughout the building.

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 Wayne 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.

Effectiveness and efficiency for students, school, and school system performance would be improved if the computer laboratory were utilized to a greater extent.

FOLLOW-UP CONCLUSION

The computer laboratories were being utilized. Laboratory logs were being used to verify usage and the Team saw evidence that students were using the computer laboratories regularly. Teachers also had opportunities to use the computer laboratories when the laboratories were not scheduled for regular 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.

- 17.1.1. School location.** The school did not have adequate vehicle parking space.
- 17.1.10. Specialized instructional areas.** A music facility was not available.
- 17.1.11. Grades 6-12 science facilities.** The science facilities did not have student work stations with water, gas, and electricity.
- 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.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
89-305 Wayne Middle	Conditional Accreditation		5.1.1 (SE); 5.1.2 (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 Wayne Middle School with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).