

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

EDISON JUNIOR HIGH SCHOOL

WOOD COUNTY SCHOOL SYSTEM

APRIL 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Edison Junior High School in Wood County was conducted on March 13, 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 Five-Year Strategic 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 – Sterling Beane, Jr., Coordinator, Office of Technology Instruction

West Virginia Department of Education Team Leader – Bruce Hollis, Coordinator, GEAR UP

TEAM MEMBERS

Name	Title	School/County
Don Bower	Elementary School Principal	Beale Elementary Mason County
Tod Faller	Director of Staff Development and School Improvement	Mason County
Dr. Mary Harris-John	Assistant Professor	Marshall University
Lesa Hines	Director of Instruction	Gilmer County

SCHOOL PERFORMANCE

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

96 WOOD COUNTY
William A. Niday, Superintendent
402 EDISON JUNIOR HIGH SCHOOL – Needs Improvement
Jean Mewshaw, Principal
Grades 07 - 09
Enrollment 715
WESTEST 2004-2005

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	455	471	463	98.30	75.89	Yes	Yes	✓
White	445	460	452	98.26	75.79	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	233	244	238	97.54	69.73	Yes	Yes	✓
Spec. Ed.	53	58	57	98.27	19.23	Yes	No	X
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	455	471	463	98.30	84.37	Yes	Yes	✓
White	445	460	453	98.47	84.24	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	233	244	239	97.95	79.91	Yes	Yes	✓
Spec. Ed.	53	58	57	98.27	48.07	Yes	No	X
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.8%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	242	232	240	230	99.17	6.52	16.52	57.39	17.83	1.74	76.96
08	229	223	223	218	97.38	2.75	22.48	46.79	23.39	4.59	74.77

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	242	232	238	229	98.35	3.49	13.97	44.10	32.75	5.68	82.53
08	229	223	225	219	98.25	0.46	13.24	52.51	25.57	8.22	86.30

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

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE - WV	21040	2%	24%	57%	14%	3%	27%	73%
WOOD COUNTY	1028	3%	21%	62%	11%	2%	25%	75%
EDISON JUNIOR HIGH	234	3%	19%	64%	12%	2%	22%	78%

Physical Assessment - Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
68.85%	2003-04
58.62%	2002-03
70.579%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Edison Junior High School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education (SE) subgroup in mathematics and 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 with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).

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

1. Collaborative Pairs.
2. Learning Styles.
3. Reviewing Vocabulary in Context.
4. Incorporating Strategies into Everyday Lessons.
5. Bullying, Harassment, and Intimidation.
6. ACT Explore.
7. Fantastic Four Strategies.

The Team noted that the SE subgroup percent proficient (48.07 percent) in reading/language arts showed promise for achieving AYP. The mathematics results (19.23 percent proficient) indicated the need for interventions and high-yield instructional activities.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Edison Junior High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.2. High expectations.** The continuity of instruction as demonstrated with a unified school approach to present bell ringers and essential questions was commendable. These two methods the teachers used began the class and directed students to the main lesson. Minimal instructional time was lost and students were engaged and active in the classrooms.
- 6.1.3. Learning environment.** The educational facility was well maintained and attractive. The building was constructed around 1961; however, it was maintained and appeared to be a much newer facility. The hallways and classrooms were clean and decorated and the facility was educationally stimulating.
- 6.8.1. Leadership.** The administrators developed a consistent structure, procedures, and routines in forming a positive school climate. The staff displayed a great deal of respect for the administrators. The principal and assistant principal were well-prepared, organized, and provided guidance for the school.

HIGH QUALITY STANDARDS

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

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 observed classrooms, interviewed teachers and students, reviewed the computer laboratories schedules and determined that art, language arts, and mathematics classes were the only classes that integrated technology into the curriculum. Overall, computer laboratories were underutilized by staff members and 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)

The use of a countywide Multicultural Plan was not evident. Teachers and students were not able to articulate this plan or the various parts of it. Multicultural activities were described as “Martin Luther King Day and lessons from social studies textbooks

and life skills.” This did not satisfy the requirements of West Virginia Board of Education Policy 2421.

RECOMMENDATIONS

- 6.1.5. Instructional strategies.** Various interpretations of special education inclusion/collaboration existed among staff therefore resulting in inconsistent curriculum delivery. A consistent model for inclusion/collaboration was not being applied to assure academic success of special education students. The Team recommend that the administrators form a committee to examine research-based models of special education delivery, develop a consistent delivery model for Edison Junior High so that all teachers and students share the same expectations, and provide training on the selected delivery model.
- 6.2.3. Lesson plans and principal feedback.** Some lesson plans the Team observed were weak in some areas and administrator comments were written in plans to strengthen them. However, it was not apparent that teachers accepted the corrective actions and the lesson plans remained weak in the noted areas. The Team recommended that the administrator provide more follow-ups to confirm that teachers corrected the noted weaknesses and strengthened the plans.
- 6.2.4. Data analysis.** ACT explore data were not being utilized by administration and staff. The Team recommended that ACT Explore data be given a greater emphasis by the administrators and staff to remediate and accelerate instruction for greater student achievement.

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 Edison Junior High School in providing a thorough and efficient system of education. Wood 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 Wood 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.

The effectiveness of collaboration between general education teachers and special education teachers must be improved. The administration and staff should research and implement a collaboration/consultation plan that is applied schoolwide to increase student achievement. Given the WESTEST results of the special education (SE) subgroup, particularly in mathematics, it is imperative that this issue be addressed as soon as possible. Assistance may be requested from the West Virginia Department of Education, Office of Instructional Services and Office of Special Education.

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 Edison Junior High School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830

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 Edison Junior High School and Wood County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the special education department to provide quality services through a unified special education delivery approach. The Team recommended that the Wood County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA V in developing the school's capacity to improve the school's achievement of the special education students.

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 well landscaped. The sidewalks were inadequate regarding designated crosswalks, curbcuts, and correct slope.
- 17.1.2. Administrative and service facilities.** The administrative office area did not include an adequate reception/waiting area and administrative personnel were not provided sufficient workspace and privacy.
- 17.1.3. Teachers' workroom.** The teachers' work area was inadequate in size.
- 17.1.9. Grades K-12 remedial.** The size of the remedial area was inadequate; the location of the remedial areas was not adjacent to general instructional areas; the equipment and materials were inadequate.
- 17.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation or a ceramic kiln. The physical education facilities did not have a display case.
- 17.1.11. Grades 6-12 science facilities.** All science facilities were not of adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment was not available for all

science classrooms: AC and DC current, air vacuum, ventilation fume hood, demo table, fire extinguisher, fire blanket, emergency showers, and balance cases.

- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not located to have convenient access to language arts and music instructional areas and close to seating. Acoustical panels were not available.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided and a locker/dressing room was not available.

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 achievement levels of students in the special education (SE) subgroup, Edison Junior High School and Wood County must investigate and implement high-yield instructional practices and instruction that will improve achievement. Wood County must actively pursue assistance from RESA V, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. A schoolwide approach to collaboration/consultation special education delivery needs to be a high priority to the administration and staff. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
96-402 Edison Junior High	Conditional Accreditation	6.1.7; 6.1.12		
			5.1.1 (SE)	May 31, 2007

Education Performance Audit Summary

The Team identified two high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for the special education (SE) subgroup. The Team also presented three school initiatives for achieving adequate yearly progress (AYP) and three recommendations. Additionally, the Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Edison Junior High 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 SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Edison Junior High 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).