



**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
PETERSTOWN MIDDLE SCHOOL
MONROE COUNTY SCHOOL SYSTEM
AUGUST 2009**

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Peterstown Middle School in Monroe County on December 1, 2004.

A Follow-up Education Performance Audit of Peterstown Middle School in Monroe County was conducted October 17, 2005 at the request of the West Virginia Board of Education. 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.”

A Second Follow-up Education Performance Audit Team returned to Peterstown Middle School September 13-14, 2007 to check if the remaining noncompliances had been corrected. At that time the school had been designated as a low performing school because the school failed to achieve the May 31, 2007 date for full accreditation status. Furthermore, two findings from the original Education Performance Audit report had not been corrected.

The State Board of Education appointed a team of improvement consultants to make recommendations for correction of the low performance with a May 31, 2010 Date Certain for correction of the low performance.

An audit team revisited Peterstown Middle School June 2, 2009 to re-examine the findings that had not been corrected from the October 17, 2005 Education Performance Audit and to determine if the low performance had been corrected.

SCHOOL PERFORMANCE

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.

57 MONROE COUNTY
Dr. Lyn Guy, Superintendent
301 PETERSTOWN MIDDLE SCHOOL - Needs Improvement
James Gore, Principal
Grades 05 - 08
Enrollment 345

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	308	329	328	99.69	77.19	Yes	Yes	✓
White	303	324	323	99.69	77.48	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	154	173	172	99.42	70.58	Yes	Yes	✓
Spec. Ed.	80	84	84	100.00	43.75	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	308	329	328	99.69	82.73	Yes	Yes	✓
White	303	324	323	99.69	82.78	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	154	173	172	99.42	77.77	Yes	Yes	✓
Spec. Ed.	80	84	84	100.00	47.50	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.4%

SCHOOL PERFORMANCE

57 MONROE COUNTY

Dr. Lyn Guy, Superintendent

301 PETERSTOWN MIDDLE SCHOOL – Needs Improvement

James Gore, Principal

Grades 05 - 08

Enrollment 343 (2nd month 2005-2006 enrollment report)

WESTEST 2005-2006

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	325	339	337	99.41	75.61	Yes	Yes	✓
White	323	337	335	99.40	75.46	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	149	162	160	98.76	65.54	Yes	Yes	✓
Spec. Ed.	76	80	78	97.50	37.33	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	325	339	337	99.41	76.85	Yes	Yes	✓
White	323	337	335	99.40	76.70	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	149	162	160	98.76	70.94	Yes	Averaging	✓
Spec. Ed.	76	80	78	97.50	34.66	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 96.3%**

SCHOOL PERFORMANCE

This section presents the performance measures and the Second 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.

57 MONROE COUNTY

Dr. Lyn Guy, Superintendent

301 PETERSTOWN MIDDLE SCHOOL – Needs Improvement

Lisa Canterbury, Principal

Grades 05 - 08

Enrollment 354 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

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	324	351	350	99.71	75.61	Yes	Yes	✓
White	318	345	344	99.71	75.78	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	160	179	178	99.44	63.12	Yes	Confidence Interval	✓
Spec. Ed.	61	66	66	100.00	36.06	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	324	351	350	99.71	80.24	Yes	Yes	✓
White	318	345	344	99.71	80.18	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	160	179	178	99.44	69.37	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	61	66	66	100.00	26.22	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.1%

57 MONROE COUNTY
Dr. Lyn Guy, Superintendent
301 PETERSTOWN MIDDLE SCHOOL – Passed
Lisa Canterbury, Principal
Grades 05 - 08
Enrollment 322 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	304	313	312	99.68	76.23	Yes	Yes	✓
White	297	304	303	99.67	76.01	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	157	165	164	99.39	67.94	Yes	Confidence Interval	✓
Spec. Ed.	43	46	45	97.82	42.85	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	304	313	312	99.68	83.82	Yes	Yes	✓
White	297	304	303	99.67	83.78	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	157	165	164	99.39	78.20	Yes	Confidence Interval	✓
Spec. Ed.	43	46	45	97.82	35.71	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.7%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Peterstown 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.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Data showed that some progress had been made in 5.1.1. Achievement in the special education students (SE) subgroup in mathematics. However, the SE subgroup did not achieve mastery in reading language/arts. The school was in the process of revising the United School Improvement Plan (USIP) for the 2005-2006 school year.

Special education teachers received professional development in reading and more special education students were included in the general education classes.

SECOND FOLLOW-UP REVIEW CONCLUSION

NONCOMPLIANCE. Peterstown Middle School failed to achieve adequate yearly progress (AYP) for the special education (SE) subgroup in mathematics and reading/language arts.

An extensive amount of data analysis had been completed and all teachers could articulate the needs of each of their students. A data analysis position was in place as was a benchmarking position.

The percent proficient declined in all subgroups from the 2004-2005 WESTEST. Peterstown Middle School failed to achieve AYP by the May 31, 2007 Date Certain.

FINAL FOLLOW-UP REVIEW – June 2, 2009

COMPLIANCE. Peterstown Middle School achieved adequately yearly progress (AYP) in 5.1.1 Achievement.

The school had initiated a number of programs and practices to improve student achievement. Student progress is a regular procedure with remediation in mathematics and reading/language every day as indicated by the progress monitoring. An after-school bus, provided by a grant,

permits after-school tutoring, homework assistance, etc. These are a few of the many relevant programs in place to assist students.

The school's percent proficient increased for all subgroups. The economically disadvantaged (SES) and special education (SE) showed a substantial improvement.

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)

NEW ISSUE Students in one Grade 8 language arts class were idle the last 20 minutes of class. Given the decrease in percent proficiency in the reading/language arts subgroups, it is imperative that all students be on task and engaged in high quality educational activities the entire class period.

FINAL FOLLOW-UP REVIEW – June 2, 2009

COMPLIANCE. The Team visited this class and interviewed the teacher and principal. All students were actively engaged and the Team saw evidence of numerous reading/language arts programs being used throughout the school. Reading/language arts percent mastery had improved for all subgroups, particularly the economically disadvantaged (SES) subgroup.

6.2. Student and School Performance

6.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Two teachers had insufficient lesson plans. In many of the daily plans the lesson plans were blank, or only had one or two words to describe the lessons for the day. It would have been impossible for a substitute teacher to follow these plans, nor did the plans provide scope and sequence for instruction.

The Team interviewed teachers and administration and reviewed lesson plan books and found that lesson plans were not reviewed a minimum of once each quarter. In consideration of the special education (SE) subgroup failing to achieve adequate yearly progress (AYP) and the economically disadvantaged subgroup (SES) making AYP in mathematics by application of the confidence interval, it is especially essential that the principal review plans and provide feedback to improve instruction.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The Team randomly reviewed teacher lesson plans and observed that the principal checked the lesson plans; however, some of the marginal lesson plans reviewed did not include comments from the principal. When the Team asked the principal if comments were included in the lesson plans, the principal indicated that lesson plans were checked but written comments were not included.

SECOND FOLLOW-UP REVIEW CONCLUSION

NONCOMPLIANCE. Several lesson plans were sketchy and would be difficult for a substitute teacher to follow. At least five plans only indicated a particular workbook page number to complete. At least four teachers kept two or more classes on the same pace which did not allow for individual class differences.

The principal had checked some of the lesson plans and was on track to check all lesson plans by the end of the nine weeks. The principal indicated that teachers will be given a check sheet to keep in the front of their lesson plan book to show the results of the administrative review.

FINAL FOLLOW-UP REVIEW – June 2, 2009

COMPLIANCE. The Team reviewed approximately 50 percent of the teachers' lesson plans. The plans were comprehensive and reviewed by the principal, with written comments as needed.

6.4. Regulatory Agency Reviews

- 6.4.1. **Regulatory agency reviews.** Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §1.4.23; Policy 4334; Policy 4336)

Three items on the most recent Fire Marshal's report had not been addressed. These included the following.

1. Install smoke detector in the main electrical distribution room. SFC 11 (12/02)
2. Install blanks in the electrical panel near the fire alarm panel. NFPA 70 (10/03)
3. Rooms in the corridor must have a self-closing device. NFPA 101: 8.2.3.2.3.2. (10/03)

FOLLOW-UP REVIEW

NONCOMPLIANCE.

Item number two had been corrected.

Item numbers one and three had not been corrected.

SECOND FOLLOW-UP REVIEW CONCLUSION

NONCOMPLIANCE. The school had not addressed one of the three findings in the Fire Marshal report from the original audit: Number 3 - Rooms in the corridor must have a self-closing device. NFPA 101: 8.2.3.2.3.2 (10/03). Additionally, nine of fourteen citations from the 05-21-07 Fire Marshal report had not been corrected as of 09-14-07.

FINAL FOLLOW-UP REVIEW – June 2, 2009

COMPLIANCE.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

NEW ISSUE Two custodian closets were unlocked during the school day. These closets contained cleaning chemicals that students could easily access.

FINAL FOLLOW-UP REVIEW – June 2, 2009

COMPLIANCE.

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 Peterstown Middle School and Monroe County have the capacity to correct the identified deficiencies with the assistance of the West Virginia Department of Education and RESA I.

FOLLOW-UP CONCLUSION

The Team recommended that the West Virginia Department of Education and RESA I assist Peterstown Middle School and Monroe County in correcting the identified deficiencies. Particular attention should be given to maximizing the instructional day to ensure that students are fully engaged in the instructional process. The school has not developed its capacity to correct the noncompliances.

SECOND FOLLOW-UP REVIEW CONCLUSION

This is the second full year for the principal and plans are in place to address the effectiveness of curriculum delivery. The instructional day exceeds 330 minutes and the principal is actively observing the teachers' instructional strategies. The principal has developed a walk-through plan for informal observations and procedures to conduct formal observations and evaluations for all teachers that require these.

Two noncompliances had not been corrected and two new issues surfaced.

The decline in percent proficient during the last three years WESTEST results evidenced that Peterstown Middle School and Monroe County have not demonstrated the capacity to improve student and school performance.

FINAL FOLLOW-UP REVIEW – June 2, 2009

Peterstown Middle School and Monroe County have shown improvement in correcting the Education Performance Audit findings and in student and school achievement.

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 site did not contain 11 acres +1 acre for each 100 students over 600 and the site was not large enough for future expansion.

17.1.8. Grades 1-12 classrooms. Rooms 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18 were not of adequate size (28-30 square feet/student). Room 5 (Library) did not have a chalkboard or bulletin boards. Room 20 did not have various communications technologies.

17.1.10. Specialized instructional areas. The art facility was not of adequate size and did not have adequate storage, a ceramic kiln, or blackout areas. The music facility was not of adequate size and did not have a podium or acoustical treatment. The physical education facilities were not of adequate

size and did not have a drinking fountain, provisions for two or more teaching stations, or a display case.

- 17.1.11. Grades 6-12 science facilities.** The science facilities were not of adequate size and did not have the following: Ventilation fume hood, demo tables, laboratory workspace with sink/water/gas/electricity, balance cases, darkening provisions, or adequate storage.
- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size; was not located to have convenient access to language arts and music instructional area and close to seating; and did not have acoustical panels, a film screen, and controlled illumination.
- 17.1.14. Food service.** The food service area could not accommodate 3/8s of the middle school student body. A teachers' dining area of adequate size was not provided. The kitchen was not of adequate size and a locker/dressing room was not provided.
- 17.1.15. Health service units.** The health services unit was not of adequate size and did not contain the following: Curtained or small room with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, or desk and chair.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the January 2005 Draft Report.

SECOND FOLLOW-UP REVIEW CONCLUSION

The facility resource needs remained as noted in the January 2005 Draft Report.

FINAL FOLLOW-UP REVIEW – June 2, 2009

No change. While the school was well maintained and very clean, the facility resource needs remained as reported in the narrative above.

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, Peterstown Middle School and Monroe County must implement curriculum and instruction that will improve students' achievement. Monroe County must actively pursue assistance from RESA I, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

TEAM SUMMARY

Professional development in reading was provided for teachers of special education students. In addition, Concord University provided staff development in differentiated instruction and inclusion. RESA I provided staff development in "Test Mate Clarity," and "I Know" website. Instructional strategies based on Marzano and Lazotte were also provided by county staff development sessions.

SECOND FOLLOW-UP TEAM SUMMARY

Staff development was continued and teachers indicated that future staff development on various instructional methods was planned. The school must continue to stress the importance of time on task and various instructional strategies to increase student achievement in all subgroups. These issues had not been resolved from the Follow-up Education Performance Audit

FINAL FOLLOW-UP REVIEW – June 2, 2009

Through the numerous programs and practices, the school and students have demonstrated substantial improvement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
57-301 Peterstown Middle	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education upgrade Peterstown Middle School from Conditional Accreditation status to Full Accreditation status.