

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

HEDGESVILLE MIDDLE SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

DECEMBER 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Hedgesville Middle School in Berkeley County was conducted on October 27, 2005. 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 Unified School Improvement 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 – Donna Burge-Tetrick, Coordinator, Office of Planning, Evaluation, Special Programs and Support Services

West Virginia Department of Education Team Leader – Gene Coulson, Executive Director, Office of Program Services

TEAM MEMBERS

Name	Title	School/County
Ann Downs	Middle School Assistant Principal	Capon Bridge Middle Hampshire County
Ron Hall	High School Assistant Principal	Pocahontas County High Pocahontas County
Don Johnson	Elementary School Principal	Sutton Elementary Braxton County
Dr. Jack Kaufman	Professor of Education	Mercer County
Jeff Pancione	Elementary School Principal	Augusta Elementary Hampshire County
Camille Ramsey	Junior High School Teacher	Summersville Junior High Nicholas County
Tom Wood	High School Assistant Principal	John Marshall High Marshall County
Connie Young	Elementary School Principal	Central Elementary Marshall County

SCHOOL PERFORMANCE

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

04 BERKELEY COUNTY

Manuel P. Arvon II, Superintendent

301 HEDGESVILLE MIDDLE SCHOOL - Needs Improvement

Charles R. Scott, Principal

Grades 06 - 08

Enrollment 604

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	549	589	583	98.98	71.92	Yes	Yes	✓
White	524	556	550	98.92	72.69	Yes	Yes	✓
Black	13	17	17	100.00	53.84	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	187	207	202	97.58	64.13	Yes	Yes	✓
Spec. Ed.	93	100	99	99.00	22.82	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	549	589	583	98.98	81.10	Yes	Yes	✓
White	524	556	550	98.92	81.53	Yes	Yes	✓
Black	13	17	17	100.00	69.23	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	187	207	202	97.58	76.08	Yes	Yes	✓
Spec. Ed.	93	100	99	99.00	30.43	Yes	No	✗
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
06	218	201	217	200	99.54	7.50	25.50	45.50	17.50	4.00	67.00
07	175	164	173	163	98.86	5.52	11.04	52.76	23.31	7.36	83.44
08	196	184	193	182	98.47	7.14	25.82	41.76	23.63	1.65	67.03

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	218	201	217	200	99.54	2.50	19.00	40.50	30.50	7.50	78.50
07	175	164	173	163	98.86	5.52	11.04	39.88	34.97	8.59	83.44
08	196	184	193	182	98.47	3.85	14.29	41.76	31.32	8.79	81.87

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment
Grade 7

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
HEDGESVILLE MIDDLE	166	1%	20%	52%	20%	5%	22%	78%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
53.39%	2003-04
52.61%	2002-03
60.983%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Hedgesville Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement of the special education (SE) subgroup in mathematics and reading/language arts. 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 Conditional Accreditation status at the September 2005 State Board meeting.

The following professional development and/or training opportunities were provided by the county and/or school.

1. WESTEST analysis.
2. Five-Year Strategic Plan.
3. Inclusion and Co-teaching.
4. Effective Schools.
5. Marzano's, Instructional Strategies that Work.
6. Differentiated Instruction.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 5.1.3. Attendance rate.** Each nine weeks, all students who have perfect attendance for the period are entered into a grade level drawing for a new mountain bike. Three mountain bikes are presented each marking period for a total of twelve bikes per year. This is the third year of the program. Student attendance has improved since implementation of this program. 93.4 percent 2003-2004 school year. 97.78 percent 2004-2005 school year. As of the date of the Education Performance Audit, the attendance rate was 98.43 percent.
- 6.1.3. Learning environment.** Given the age of the building (the main part was constructed in the early 1930s) the educational facility was well maintained and attractive. Students were well behaved and presented themselves in a mature manner.

- 6.2.4. Data analysis.** The staff conducted extensive data analysis of the WESTEST results to identify student skill deficiencies. The analysis of this data was relayed to each of the students and expectations for each of these students were given by the staff.
- 6.5.1. Parents and the community are provided information.** The first Tuesday of each month was designated to provide parents opportunity to come to the school to address any concerns. During these meetings parents may discuss concerns pertaining to improving the community and school.

HIGH QUALITY STANDARDS

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

6.1. Curriculum

- 6.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

Several teachers were observed to be conducting a majority of the instruction seated at their desks. Minimal, if any, interaction with students was observed by the Team in at least four classroom settings.

One science teacher did not exhibit high expectations for his students. During the classroom observation, students were not instructed at all. Some students were outside the class decorating the classroom door and the remainder of the class was making red ribbon cards. The teacher had no lesson plans and a radio was playing at a loud level. Derogatory comments were made to the teacher by the students with no recourse by the teacher. This teacher placed a student in a closet in the room to work on missed work, thus missing instruction during this period. The door to the closet was closed, which was a supervision issue.

One special education teacher did not exhibit high expectations for his students. He stated that “he hated students” and that the only reason that he was at the school was because he had been laid off at Verizon. All but one of this teacher’s students had been suspended the day of the Education Performance Audit. After this initial interview, the teacher then stated to other Team members that he loved students and working at the school.

One math teacher had no classroom control and minimal lesson plans. The students were singing, hitting each other, and students were observed to be calling each other derogatory names.

6.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Through teacher interviews concerning the CORE classes, it was determined that this was ineffective in improving student achievement. This time was designed for remediation; however, three teachers stated that the time was only used for student interaction and study hall. Students were observed talking and walking around the room. Very few students were observed by the Team to be working.

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 did not observe varied instructional strategies in best practice instruction. Instruction in many of the classes observed relied upon direct instruction with worksheets and whole group instruction. Staff development on varied instructional strategies would greatly enhance the instruction at the school.

6.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

The Team interviewed teachers and students and found all teachers were not giving writing assignments to all students on a weekly basis. Also, the Team found that not all student writing was collected and corrected for spelling, punctuation, content, and grammar.

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 countywide multicultural plan had been developed; however, the 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." This does not satisfy the requirements of West Virginia Board of Education Policy 2421.

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)

While some teachers had excellent lesson plans, some lesson plans were difficult to follow and would be difficult for a substitute teacher to implement. These plans needed to be enhanced to guide instruction.

6.6. Personnel

- 6.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)**

A first year teacher had a mentor assigned, but there had been no meeting between them by the date of the Education Performance Audit (October 27, 2005).

6.8. Leadership

- 6.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Given the number and types of deficiencies found at the school, it is evident that the leadership of the school is in need of assistance from the Berkeley County administration, RESA VIII, and the West Virginia Department of Education. It is imperative that the school's administration take a stronger lead in dealing with the various issues and take the necessary steps to correct these deficiencies to ensure 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 Hedgesville Middle School in providing a thorough and efficient system of education. Berkeley 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 Berkeley 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.

Programs are needed to assist teachers in developing lesson plans, exhibiting high expectations for all students, and implementing the writing process. Improvement in these issues would better serve the school and have a direct impact on student achievement.

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 Hedgesville Middle School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.4. Instruction.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.6. Instruction in writing.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.6.4. Teacher and principal internship.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842
6.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

- 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 Hedgesville Middle School and Berkeley County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the special education department to provide quality services in order to increase student achievement. The Team recommended that the Berkeley County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA VIII in developing the school's capacity to improve the school's achievement of the special education students.

- 16.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system;**

It is imperative that all teachers exhibit high expectations for all students. It was apparent to the Team that this is an area causing issues at the school.

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 topography was not varied enough to provide a desirable appearance but without steep inclines. Sufficient handicapped parking was not available.
- 17.1.2. Administrative and service facilities.** The administrative office area did not include an adequate reception/waiting area.
- 17.1.11. Grades 6-12 science facilities.** Science Room H did not have: Hot water, gas, air vacuum, ventilation fume hood, blanket, emergency showers, and main gas shut-off. Science Room M did not have: Hot water, gas, AC and DC current, air vacuum, chalkboard, bulletin boards, open and closed shelving, ventilation fume hood, demo table, adequate laboratory workspace, showers, balance cases, main gas shut-off, and adequate storage. Science Room O did not have: Gas, air vacuum, ventilation fume hood, demo table, electricity in the laboratory workspace, blanket, and balance cases.

- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size and was not located to have convenient access to language arts and music instruction and close to seating. The following were not available: Fire resistant curtains, acoustical panels, film screens, controlled illumination, and outlets.
- 17.1.14. Food service.** The food service area was not convenient to a service drive for deliveries and removal of wastes. The area could not accommodate three-eighths of the student body. Seating for dining and study purposes was inadequate. A teachers' dining area and kitchen of adequate size was not provided. Food and non-food storage was not adequate. A locker/dressing room was not available.
- 17.1.15. Health service units.** A health services unit of adequate size was not available. Curtained or small rooms with cots, a bulletin board, work counter, and scales were 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, Hedgesville Middle School and Berkeley County must implement high yield instructional strategies that will improve students' achievement. Berkeley County must actively pursue assistance from RESA VIII, the West Virginia Department of Education, and the 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.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-301 Hedgesville Middle	Conditional Accreditation	6.1.2; 6.1.4; 6.1.5;		
		6.1.6; 6.1.12; 6.2.3; 6.6.4; 6.8.1	5.1.1 (SE)	May 31, 2007

Education Performance Audit Summary

The Team identified eight (8) high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement for the special education (SE) subgroup, and presented four (4) commendations.

Hedgesville Middle School’s Education Performance Audit was limited in scope to the performance and process 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 Hedgesville Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.