

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MUSSELMAN MIDDLE SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JUNE 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Musselman Middle School in Berkeley County was conducted on April 28, 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 – Robin Bolling, Assistant Director, Office of Special Education Programs and Services

West Virginia Department of Education Team Leader – Beth Judy, Coordinator, Office of Student Assessment

TEAM MEMBERS

Name	Title	School/County
David Fincham	Elementary School Principal	Petersburg Elementary Grant County
Brad Fittro	Assistant Middle School Principal	Robert L. Bland Middle Lewis County
Janice Goodwin	Assistant High School Principal	Morgantown High Monongalia County
Ron Hall	Assistant High School Principal	Pocahontas County High Pocahontas County
Carmen Henninger	Elementary School Principal	Central Elementary Upshur County

Name	Title	School/County
Rhonda Judy	Assistant Middle School Principal	Braxton County Middle Braxton County
Patricia McComas	Elementary School Principal	French Creek Elementary Upshur County
Ann Mickle	Elementary School Principal	Hodgesville Elementary Upshur County
Kristina Peterman	Elementary School Principal	Jayenne Elementary Marion County
Barbara Whitecotton	Middle School Principal	Moorefield Middle Hardy County
Thomas Wood	Assistant High School Principal	John Marshall High Marshall County
Connie Young	High School Principal	Cameron High Marshall County

SCHOOL PERFORMANCE

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

04-304 MUSSELMAN MIDDLE SCHOOL - Needs Improvement

BERKELEY COUNTY

Willard Aikens, Principal

Grades 06 - 08

Enrollment 1099

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	979	1,042	1,039	99.71	67.68	Yes	Yes	✓
White	940	991	988	99.70	67.94	Yes	Yes	✓
Black	12	15	15	100.00	58.33	NA	NA	NA
Hispanic	21	28	28	100.00	52.38	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	334	367	364	99.18	53.45	Yes	No	✗
Spec. Ed.	167	180	179	99.44	21.08	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	979	1,042	1,039	99.71	86.50	Yes	Yes	✓
White	940	991	988	99.70	86.26	Yes	Yes	✓
Black	12	15	15	100.00	83.33	NA	NA	NA
Hispanic	21	28	28	100.00	95.23	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	334	367	364	99.18	79.57	Yes	Yes	✓
Spec. Ed.	167	180	179	99.44	54.21	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.7%

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	346	327	345	326	99.71	5.83	27.30	42.94	19.94	3.99	66.87
07	351	331	351	331	100.00	4.83	30.82	40.79	21.15	2.42	64.35
08	345	321	343	321	99.42	4.05	23.99	47.98	19.00	4.98	71.96

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	346	327	345	326	99.71	2.76	11.35	45.71	30.06	10.12	85.89
07	351	331	351	331	100.00	2.72	12.69	41.09	34.14	9.37	84.59
08	345	321	343	321	99.42	2.18	8.72	42.99	35.20	10.90	89.10

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	0%	1	0%	15	4%	45	13%	200	60%	43	13%	16	5%	15	4%	336

Note: Seventy-eight percent (78%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
54.82%	2003-04
45.43%	2002-03
44.42%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Musselman Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: Economically disadvantaged students (SES) in mathematics and special education students (SE) 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 Temporary Accreditation status at the September 10, 2004 State Board meeting. The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Musselman Middle School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).

Students in the Racial/Ethnicity Black (B) and the Racial/Ethnicity Hispanic (H) subgroups were not considered in AYP because of the number (N) less than 50 in these subgroups. Achievement of students in the B and H subgroups was below the State's percent proficient. Berkeley County curriculum staff and school staff must monitor the achievement of these students and promote curriculum and instructional strategies that are designed to close the achievement gap.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. **High expectations.** A special education teacher for students with behavior disorders (BD) integrated "the classroom store" into the curriculum while facilitating positive student behaviors.
- 6.1.3. **Learning environment.** The science department used over and above 50 percent hands on active inquiry, investigation, and experimentation activities across all grade levels.

Students with behavior disorders felt secure and valued and expressed their ability to rely on staff for support and assistance.

6.1.7. Library/educational technology access and technology application. The use of technology and the use of laboratories were commendable. Students were composing reports, letters of application, spread sheets, PowerPoint presentations, etc., in the laboratories and in their classrooms and were actively engaged in writing.

The PLATO laboratories were excellent resources for the students to use and were being used effectively.

The integration of technology in reading classes with the Reading Counts program was another example of technology application.

6.1.9. Programs of study. The teams formed by the school were well organized, supportive of each other, and demonstrated high expectations for all students.

6.2.3. Lesson plans and principal feedback. The Team observed detailed lesson plans in several areas that included: Fine arts, science, and special education. An administrator had checked all plans observed.

6.8.1. Leadership. The administration utilized technology for efficient management of student information with palm pilots and Principal software. This type of technology provided the capability to identify, locate, and retrieve basic data on individual students at any time.

7.1.3. Facilities. The school and grounds were immaculate.

HIGH QUALITY STANDARDS

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

6.1. Curriculum

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)

Moderately mentally impaired (MMI) classes in special education did not have grade level textbooks or funds in lieu of textbooks equal to funds used in regular classrooms.

6.6. Personnel

6.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The Team identified the following licensure issues.

Four (4) teachers were teaching with a substitute permit, but did not hold a substitute waiver in the area in which they were teaching.

Several special education teachers were teaching subjects in which collaboration was required and not occurring:

Four teachers (language arts); one in language arts Grades 7 & 8);

One teacher (pre algebra/geometry, world geography Grade 7, math Grade 6, West Virginia studies Grade 8);

One teacher (reading Grades 6, 7, & 8);

One teacher (reading Grade 8); and

One teacher (pre geometry/algebra).

One teacher was teaching behavior disorders (BD) on permit in language arts and science, but did not have a science permit.

One teacher was teaching reading and did not have certification as a reading teacher.

One teacher certified in multi-subjects K-8 was teaching departmentalized Grade 8 developmental reading and learning skills without the proper certification.

RECOMMENDATIONS

- 6.1.7. Library/educational technology access and technology application.** Current classroom software was outdated and computer technology, although it was being used, was not being used to the fullest extent possible. In addition, computer usage for students with disabilities was somewhat limited and was sometimes limited to specific subject areas (specifically, for those students who received the majority of their core content instruction in the special education classrooms). The Team recommended that technology accessibility be increased and upgraded and that corresponding staff development be provided for all teachers relevant to the selection and use of appropriate software to enhance and vary classroom instruction.
- 6.6.4. Teacher and principal internship.** Permanent special education substitute teachers who were not fully certified in areas for which they were responsible were not provided a formal orientation to prepare them for their teaching responsibilities. The Team recommended that an orientation program be established to assist permanent substitute teachers in the area of special education.

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.

None identified.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

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 Musselman Middle School, with the assistance of Berkeley County and RESA VIII has the capacity to correct the deficiencies in this report.

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*)

None identified.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-304 Musselman Middle	Conditional Accreditation	6.1.8; 6.6.2		
			5.1.1 (SES/SE)	May 31, 2007

Education Performance Audit Summary

The Team identified two (2) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for economically disadvantaged (SES) and special education (SE) subgroups. The Team also presented two (2) recommendations.

Musselman 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. SES/SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Musselman Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.