

**OFFICE OF EDUCATION PERFORMANCE AUDITS**



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BRAXTON COUNTY MIDDLE SCHOOL**

**BRAXTON COUNTY SCHOOL SYSTEM**

**JANUARY 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Braxton County Middle School in Braxton County was conducted on November 16, 2004. 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 D. Brock, Coordinator

West Virginia Department of Education Team Leader – Nathan Estel, Coordinator, Office of Professional Preparation (Certification)

West Virginia Department of Education Team Leader – Bruce Hollis, Coordinator, Office of Technical and Secondary Program Improvement

### TEAM MEMBERS

Name	Title	School/County
John Bennett	High School Principal	Gilmer County High School Gilmer County Schools
William Chapman	Middle School Principal	Spencer Middle School Roane County Schools
Larry Dalesio	Elementary Principal	Cameron Elementary Marshall County Schools
Lesa Hines	Director Special Education	Gilmer County Schools
Dr. Jack Kaufman	Professor of Education	Mercer County
Mary Alice Kaufman	Board Member	Mercer County Board of Education
Thomas Wood	High School Assistant Principal	John Marshall High School Marshall County Schools
Connie Young	High School Principal	Cameron High School Marshall County Schools

**SCHOOL PERFORMANCE**

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

**08-303 BRAXTON COUNTY MIDDLE SCHOOL - Needs Improvement**

**BRAXTON COUNTY**  
Denver Drake, Principal  
Grades 05 - 08  
Enrollment 765

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
<b>Mathematics</b>								
All	744	781	768	98.34	66.16	Yes	Yes	✓
White	739	776	763	98.32	66.07	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	NA	NA
Low SES	457	468	459	98.08	58.92	Yes	Confidence Interval	✓
Spec. Ed.	127	135	128	94.81	15.57	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	744	781	767	98.21	75.27	Yes	Yes	✓
White	739	776	762	98.20	75.24	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	457	468	458	97.86	68.00	Yes	No	✗
Spec. Ed.	127	135	129	95.56	26.82	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY - Full Academic Year

\* - 0 students in subgroup

\*\* - Less than 10 students in subgroup

**Passed**

**Attendance Rate = 94.5%**

## 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
05	197	189	194	186	98.48	6.45	28.49	44.62	15.05	5.38	65.05
06	169	158	167	158	98.82	8.86	28.48	40.51	20.89	1.27	62.66
07	222	216	219	213	98.65	10.33	20.66	48.36	19.72	0.94	69.01
08	193	181	188	176	97.41	8.52	24.43	43.75	21.59	1.70	67.05

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	197	189	196	188	99.49	7.45	18.62	54.79	17.02	2.13	73.94
06	169	158	166	157	98.22	8.92	15.92	45.86	24.84	4.46	75.16
07	222	216	218	212	98.20	5.66	19.81	50.00	20.28	4.25	74.53
08	193	181	187	175	96.89	2.86	19.43	48.00	25.71	4.00	77.71

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	%	
0	0%	2	1%	2	1%	20	10%	119	57%	29	14%	8	4%	27	13%	207

**Note: Sixty-nine (69%) of the students scored at or above 2.0 on the Statewide Writing Assessment.**

Frequency - Number of students  
 % - Percentage of students

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

<b>Percentage of Students</b>	<b>School Year</b>
32.65%	2003-04
40.20%	2002-03
40.81%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

**Braxton County 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) and 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.**

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. High expectations.** The Team planning time utilized by the faculty at Braxton County Middle School allowed cross-curricular teams to productively collaborate and address student concerns and needs. Teacher interviews indicated that this time was fully utilized to deal with a variety of education issues and enhanced interaction and communication among the staff.
- 6.1.13. Instructional day.** The music teacher instructed over 350 students per day, teaching nine (9) instructional periods without a planning period. The teacher did this to allow other teachers to participate in Team planning. The teacher readily taught nine (9) instructional sessions and considered it as an integral part of the educational process.
- 6.8.1. Leadership.** The three administrators, all of whom were new this school year (2004-05), had created a positive atmosphere within the school as evidenced from observations, teacher interviews, and student interviews.

## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 Achievement – SES, and 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)**

Students interviewed stated that they rarely utilized the computers. Computer logs were not up-to-date to verify student use of the computer laboratory. The Team also noted that very few classroom computers were being utilized.

### 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 school administrator had not completed some personnel observations and had not completed the correct number of observations as required by Policy 5310.

- 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)**

The principal was not participating in a Principal Internship program.

## RECOMMENDATIONS

- 6.1.4. Instruction.** Classroom observations and student interviews, indicated that the “Flex” time was not being used effectively in some classrooms. The Team recommended that a structured instructional approach based on data analysis be applied during this instructional time period. The Team further recommended that the administrators monitor the curriculum and instruction taking place to determine that the needs of the subgroups are addressed.

- 6.1.5. Instructional strategies.** Teachers interviewed stated that various teaching strategies were used. However, classroom observations failed to reveal varied instructional strategies in some classrooms. The Team recommended that all teachers implement a variety of instructional strategies as recommended by Policy 2510 to motivate all students and particularly those in the economically disadvantaged (SES) and special education (SE) subgroups that preformed below the proficient level.

While collaboration was taking place, teachers had not been trained on the proper techniques of collaboration. The Team recommended that teachers receive training on effective collaboration techniques and apply those techniques.



A special education teacher was observed rewarding the students' behavior in a Behavior Disorder class with 24 ounce bottles of Mountain Dew (one bottle per child). This reward was counterproductive in both student nutrition and behavior. The Team recommended that the practice of rewarding behavior with soda be eliminated and another positive reinforcement be considered.

- 6.2.2. Counseling services.** A counselor was unable to provide evidence substantiating that 75 percent of the time was spent counseling students in individual, group, or classroom settings. The Team recommended that the counselor maintain a schedule or log that shows the time spent in direct student counseling.

### **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 Braxton County Middle 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
6.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-3401
6.6.4. Teacher and principal internship.	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 Braxton County Middle School and Braxton County have the capacity to correct the identified deficiencies.

### **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.

**Given the achievement levels of students in the economically disadvantaged students (SES) and special education (SE) subgroups, Braxton County Middle School and Braxton County must implement curriculum and instruction that will improve students' achievement. Braxton County must actively pursue assistance from RESA IV, 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.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
08-303 Braxton County Middle	Temporary Accreditation	6.1.7; 6.6.3; 6.6.4		September 1, 2005
			5.1.1 (SES/SE)	

**Education Performance Audit Summary**

The Team identified three (3) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) and special education (SE) subgroups and presented three (3) recommendations.

Braxton County 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 Braxton County Middle School in improvement efforts. The school and county have until the next accreditation cycle (September 1, 2005) to correct deficiencies noted in the report.