

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FOLLANSBEE MIDDLE SCHOOL

BROOKE COUNTY SCHOOL SYSTEM

MAY 2007

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Follansbee Middle School in Brooke County on October 19, 2005.

A Follow-up Education Performance Audit of Follansbee Middle School in Brooke County was conducted March 19, 2007. 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."

SCHOOL PERFORMANCE

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

10 BROOKE COUNTY

Charles F. Baker, Superintendent

301 FOLLANSBEE MIDDLE SCHOOL - Needs Improvement

Joseph Martray, Principal

Grades 05 - 08

Enrollment 627

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	602	620	617	99.51	79.16	Yes	Yes	✓
White	591	608	606	99.67	78.94	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	227	239	236	98.74	70.66	Yes	Yes	✓
Spec. Ed.	79	83	83	100.00	31.64	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	602	620	617	99.51	84.33	Yes	Yes	✓
White	591	608	606	99.67	84.38	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	227	239	236	98.74	73.33	Yes	Confidence Interval	✓
Spec. Ed.	79	83	83	100.00	32.91	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 99.9%**

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.

10 BROOKE COUNTY

Mary K. Hervey DeGarmo, Superintendent

301 FOLLANSBEE MIDDLE SCHOOL - Passed

Joseph Starcher, Principal

Grades 05 - 08

Enrollment 582 (2nd month 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	577	605	602	99.50	83.15	Yes	Yes	✓
White	566	591	588	99.49	82.83	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	229	252	249	98.80	76.75	Yes	Yes	✓
Spec. Ed.	79	86	85	98.83	43.03	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	577	605	604	99.83	88.02	Yes	Yes	✓
White	566	591	590	99.83	88.31	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	229	252	251	99.60	81.57	Yes	Yes	✓
Spec. Ed.	79	86	86	100.00	45.56	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 99.8%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Follansbee 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 9.4 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.

Follansbee Middle School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts subgroup only by application of the confidence interval and may experience deficiencies if interventions are not applied. The economically disadvantaged (SES) subgroup achieved mastery in mathematics and performed above (70.66 percent) the State's average (68 percent) in mathematics. However, this subgroup performed substantially below the all students (AS) (79.16 percent) and racial/ethnicity white (W) (78.94 percent) subgroups. Brooke County and Follansbee Middle School must be mindful of this achievement disparity and implement high-yield instructional strategies to close the achievement gap of the SES subgroup.

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

1. WESTEST Data Analysis.
2. Collaboration.
3. Special Education Forums.
4. Writing Assessment Forums.
5. Wilson Reading.
6. Introduction to Autism Spectrum Disorders.
7. Read Please.
8. Building Safe Schools and Healthy Communities: The West Virginia Response.
9. Current Issues in Education.
10. University of Kansas Learning Strategies.
11. How to Reach Young Adult Readers & Writers.

FOLLOW-UP REVIEW

COMPLIANCE. Follansbee Middle School achieved adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts. The percent proficient increased from 31.64 percent (2004-2005) to 43.03 percent (2005-2006) in mathematics and from 32.91 percent (2004-2005) to 45.56 percent (2005-2006) in reading/language arts.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

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

6.1. Curriculum

6.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

The Team observed inconsistencies among the faculty members concerning the lesson plans and teaching the Content Standards and Objectives (CSOs). Some teachers could not articulate or demonstrate how the CSOs were utilized to guide their classroom curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed thoroughly discussed the Content Standards and Objectives (CSOs) and how they were being used to guide the classroom 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)

The Team observed two instructional aides instructing six cognitively impaired students through a craft project. The aides stated that the two licensed teachers were out of the building on a field trip.

FOLLOW-UP REVIEW

COMPLIANCE. Teacher aides were not permitted to solely supervise students.

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)

Special education teachers were not closely incorporated into the development and implementation of the curriculum as they should have been. Teacher interviews indicated that special education teachers viewed their role as aides/monitors rather than teachers. Special education teachers also stated that they were “not the professional/expert” in the content areas.

FOLLOW-UP REVIEW

COMPLIANCE. Staff development on collaboration had been provided to all teachers. Special education teachers and general education teachers now had a common planning period to ensure proper planning to maximize achievement for all students.

- 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 observed classrooms and interviewed teachers and students and reported that all teachers were not giving writing assignments to all students on a weekly basis. The Team also found that not all of the student writing was collected and corrected for spelling, punctuation, and grammar.

FOLLOW-UP REVIEW

COMPLIANCE. Writing across the curriculum was being conducted at a minimum on a weekly basis. The Team observed evidence of feedback to students on writing assignments in most classrooms.

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)

Some lesson plans were difficult to follow and would be difficult for a substitute teacher to implement. Plans needed to be enhanced to guide instructional activities. Two teachers did not have lesson plans for Team review and many had only minimal information contained in their plans for the class.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed lesson plans and reported that all lesson plans checked were thorough and could be followed by a substitute teacher.

RECOMMENDATIONS

- 6.1.2. High expectations.** While co-teaching was being implemented throughout the building, teacher interviews indicated that staff development on co-teaching had not been provided. The Team recommended that appropriate and on-going staff development on co-teaching be provided to the staff.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Staff development on co-teaching and collaboration had been conducted for all staff members.

- 6.1.4. Instruction.** Special education co-teachers and general education teachers did not have a common planning time. A common planning time would be beneficial to increasing student achievement. The Team recommended that the schedule be revisited to provide regular common planning opportunities for special education co-teachers and general education classroom teachers.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. All general education and special education teachers had a common planning time.

- 6.1.12. Multicultural activities.** During the administrative interview, a multicultural program log was presented. Interviews with classroom teachers indicated that teachers were not aware of a county multicultural plan. The Team recommended that the teachers be made aware of the county's multicultural plan and align school activities accordingly.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Staff development had been conducted on the county Multicultural Plan and all staff were aware of the plan.

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 Follansbee Middle School in providing a thorough and efficient system of education. Brooke 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 Brooke 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. Given the low test scores in the special education (SE) subgroup, 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.

FOLLOW-UP CONCLUSION

Special education scores had increased from 31.64 percent to 43.03 percent in mathematics and from 32.91 percent to 45.56 percent in reading/language arts.

8.1.1. 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.

In consideration that only 63 percent of the 152 students assessed scored at or above mastery on the Statewide Writing Assessment, and that instruction in writing was not a component of every child's weekly curriculum or corrected and graded, Follansbee Middle School needs to revise their schoolwide writing process to ensure that all students write in each class at least once per week.

FOLLOW-UP CONCLUSION

All teachers were conducting writing in each class.

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

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

FOLLOW-UP CONCLUSION

Special education scores had improved and the school achieved adequate yearly progress (AYP).

- 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.**

Brooke County has provided an abundance of staff development in programs and practices to improve student performance. It would be beneficial if staff development programs were continuous and sustained to lead to the results of student performance. Student specific levels of achievement needed to have weaknesses addressed with learning sequences applied to students' prior knowledge. Assessment must be on-going with identified criteria linked to students' mastery of the Content Standards and Objectives (CSOs).

FOLLOW-UP CONCLUSION

A multitude of high quality staff development had been implemented to target the weaknesses indicated in the WESTEST scores.

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. There was not at least 11 acres + 1 acre for each student over 600.

17.1.15 Health service units. A cot or a refrigerator with locked storage was not available.

FOLLOW-UP CONCLUSION

The school site remained the same size. The health service unit was equipped with a refrigerator and locked storage.

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, Follansbee Middle School and Brooke County must implement high yield instructional strategies that will improve students' achievement. Brooke County must actively pursue assistance from RESA VI, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Instruction must be data-driven and relevant to the curriculum and provide all students the opportunity to learn.

FOLLOW-UP TEAM SUMMARY

High quality staff development had been implemented at Follansbee Middle School to target the achievement deficiencies.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
10-301 Follansbee Middle	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Brooke County School System and upgrade Follansbee Middle School to Full Accreditation status.