

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BARBOURSVILLE MIDDLE SCHOOL**

**CABELL COUNTY SCHOOL SYSTEM**

**DECEMBER 2004**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Barboursville Middle School in Cabell County December 4, 2003.

A Follow-up Education Performance Audit of Barboursville Middle School was conducted October 12, 2004. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. This 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 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."

### **5.1.1. Achievement.**

#### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** Barboursville Middle School failed to attain adequate yearly progress (AYP) for 5.1.1 Achievement for the special education (SE) subgroup. Consequently, the West Virginia Board of Education issued the school Temporary Accreditation at its September 10, 2004 meeting.

## **EDUCATION PERFORMANCE AUDIT**

### **NONCOMPLIANCE**

**6.1.4. Presidential Physical Fitness Test.** The percentage of students in grades K-9 passing the Presidential Physical Fitness Test at one of the following levels: Presidential, National, or Fitness is forty percent (40%) or above or shows an increasing trend during the most recent three (3) years (W.Va. Code §18-2-7a).

Student performance on the Presidential Physical Fitness Test (PPFT) did not meet the 40 percent passage rate or show an increasing trend. The Team recommended that the USIP be revised to include strategies to improve scores on the PPFT.

#### **FOLLOW-UP REVIEW**

**PROGRESSING.** The staff attempted several activities to increase the percentage of students passing the Presidential Physical Fitness Test (PPFT). Even though the PPFT passage rate increased from the previous year, it remained below 40 percent passage rate and did not show an increasing trend. The most recent three years results were 35.135 percent, 25.132 percent, and 35.6 percent. This was indicative that Barboursville Middle School's physical education staff and principals need to analyze the physical education curriculum to determine that the Content Standards and Objectives (CSOs) are being delivered, that instruction is effective, and students participate in the program. Additionally, staff should examine the health curriculum to accompany the physical education program and improve student health and fitness.

**Note:** The 40 percent (40%) passage rate on the Presidential Physical Fitness Test (PPFT) is no longer an Annual Performance Measure Goal.

### **RECOMMENDATIONS**

**7.1.2. Curriculum based on content standards and objectives.** All teachers did not understand the process and utilization of the Cabell County Schools' Prioritized Curriculum. Use of the Prioritized Curriculum may exclude certain Content Standards and Objectives (CSOs). Teachers were not clear in their assurance that all CSOs were

being covered. The Team recommended that further staff development be provided to ensure that the teachers fully understand and implement the process and utilization of the Prioritized Curriculum. The Team further advised the school staff to ensure that the CSOs are delivered as specified by Policy 2510 and Policy 2520.

#### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The county staff had provided additional staff development concerning the Prioritized Curriculum and Content Standards and Objectives (CSOs).

**7.1.3. High expectations.** Students were physically included in regular education classrooms; however, they were separated for some instruction and testing. Teachers were not team teaching, using appropriate strategies for economically disadvantaged or special education students, or using appropriate inclusion strategies. Students were openly identified in the classroom, both verbally and by a differentiation in expectations. The Team recommended that training be offered in inclusion strategies and that teachers include these groups of students in instruction.

#### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The staff received additional training in inclusion strategies for special education students. All special education students, except the most disabled ones, were included in the general education classrooms.

**7.1.6. Instructional strategies.** The Unified School Improvement Plan (USIP) indicated extra classroom time as the only strategy for increasing basic skill scores in economically disadvantaged (SES) and special education (SE) subgroups. The Team recommended that additional strategies be included and applied to increase achievement of these subgroups.

#### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The schedule was adjusted to provide “double classes” to students who need additional work in reading and mathematics. Language arts was further addressed in the Character Education program.

**7.1.14. Multicultural education.** There was evidence of multicultural activities, but no written plan existed for multicultural education. The Team recommended that the school develop and implement a plan for teaching multicultural education in all classes.

#### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** Cabell County Schools had a multicultural education program guide which identified the multicultural Content Standards and Objectives (CSOs) in each of the content subjects

**CSOs. Teachers emphasized these CSOs as they taught the content subjects. Barboursville Middle School prepared a multicultural plan which supplemented the county plan with multicultural activities for each grade level.**

**7.2.4. Lesson plans and principal feedback.** The principal did not consistently provide appropriate feedback on teachers' lesson plans. The Team recommended that the principal check the lesson plans and provide feedback more frequently.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. The principal reviewed lesson plans and commented on them during the Walk Through program and at other times when he visited classrooms.**

**7.12.1. Leadership.** The school has experienced administrative instability relative to job assignments with the principal and assistant principal positions. The Team recommended that Cabell County and the school further develop programs, such as, Career Clusters, tutoring from Marshall University, student involvement programs, character education, and mentoring low SES and special education students be addressed.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. Each Grade 8 student was scheduled into Career Clusters classes for six weeks during the semester. Character education was taught each Friday during the homeroom period. Each day a student read "Today Words of Wisdom" to all students over the school intercom. An after-school tutoring program was being planned.**

## **BUILDING CAPACITY TO CORRECT DEFICIENCIES**

- 17.1. 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 Barboursville Middle, with the assistance of Cabell County School System, has the capacity to address the first year deficiencies involving the economically disadvantaged (SES) and Special Education (SE) subgroups.

### **FOLLOW-UP CONCLUSION**

**The school was unable to achieve adequate yearly progress (AYP) for the students in the Special Education (SE) subgroup.**

## 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.

**18.1. 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.**

**18.1.10. Specialized instructional areas.**

The Art Room did not have forced ventilation or blackout areas.

**18.1.11. Grades 6-12 science facilities.**

The science facilities in Rooms 213, 214, and 215 lacked hot water and a vacuum system. Rooms 110 and 211 were not equipped as science laboratories.

**18.1.15 Health service units.**

The health service unit did not have a cot, toilet, lavatory, medicine chest or first aid kit.

**FOLLOW-UP CONCLUSION**

**The facility resource needs remained as noted in the February 2004 Draft Report with the exception of the following.**

**18.1.15. A cot, medicine chest, and first aid kit had been supplied to the Health Service Unit.**



## **SCHOOL SYSTEM APPROVAL & SCHOOL ACCREDITATION STATUS**

**The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Cabell County School System and continue the Temporary Accreditation status of Barboursville Middle School.**