

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BEVERLY HILLS MIDDLE SCHOOL**

**CABELL COUNTY SCHOOL SYSTEM**

**FEBRUARY 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Beverly Hills Middle School in Cabell County was conducted on December 14, 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 Brock, Coordinator

West Virginia Department of Education Team Leader – Terry Reale, Coordinator, Office of Instructional Services

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Don Bower	Elementary Principal	Beale Elementary Mason County
Dana Snyder	Director	Lincoln County
Carroll Staats	Board Member	Jackson County
Clyde Stepp	High School Principal	Liberty High Raleigh County
Daniel Whitt	Middle School Assistant Principal	Andrew Jackson Middle Kanawha County

**SCHOOL PERFORMANCE**

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

**12-302 BEVERLY HILLS MIDDLE SCHOOL- Needs Improvement**

**CABELL COUNTY**

Gary Cook, Principal  
Grades 06 - 08  
Enrollment 553

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	513	565	558	98.76	70.13	Yes	Yes	✓
White	462	511	506	99.02	68.84	Yes	Yes	✓
Black	34	36	34	94.44	78.78	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	260	298	292	97.99	57.97	Yes	Confidence Interval	✓
Spec. Ed.	63	76	75	98.68	25.80	Yes	No	✗
LEP	12	12	12	100.00	91.66	NA	NA	NA
<b>Reading/Language Arts</b>								
All	513	565	556	98.41	82.35	Yes	Yes	✓
White	462	511	504	98.63	82.17	Yes	Yes	✓
Black	34	36	34	94.44	78.78	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	260	298	289	96.98	75.87	Yes	Yes	✓
Spec. Ed.	63	76	74	97.37	33.87	Yes	No	✗
LEP	12	12	12	100.00	91.66	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 93.5%**

### Adequate Yearly Progress (AYP) Information by Class

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
06	222	198	221	198	99.55	6.57	29.29	50.51	11.11	2.53	64.14
07	188	173	187	172	99.47	9.88	22.09	40.12	22.67	5.23	68.02
08	155	142	150	139	96.77	4.32	14.39	41.01	33.09	7.19	81.29

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
06	222	198	219	198	98.65	3.03	25.25	45.96	19.19	6.57	71.72
07	188	173	187	172	99.47	2.91	8.72	47.09	27.91	13.37	88.37
08	155	142	150	140	96.77	2.14	7.86	25.71	39.29	25.00	90.00

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	1%	5	3%	20	11%	23	13%	110	61%	9	5%	6	3%	7	4%	181

**Note: Eighty-eight percent (88%) 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
37.46%	2003-04
48.92%	2002-03
35.757%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

**Beverly Hills Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: 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 Conditional 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 Beverly Hills Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.**

- 6.1.3. Learning environment.** The Team commended a classroom teacher for lesson planning, implementing the plans, and creating a classroom conducive to learning. The educational atmosphere in this classroom was above and beyond the average classroom level.
- 6.1.9. Programs of study.** The Career Fair that involved the student population and community volunteers was impressive. This program clearly acquainted middle school students with careers of the world and addressed the career clusters and majors in Policy 2510.

## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress to Meet the Standard

#### 6.1. Curriculum

**6.1.4. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)**

The science curriculum did not have 50 percent of instructional time consisting of investigation, active inquiry, and experimentation.

**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)**

Although technology was available, there was no evidence of extensive technology use by student logs, student interviews, and Team observation. The Team noted minimal computer usage throughout the day of the Education Performance Audit and students also confirmed this.

**6.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)**

Developmental guidance was delivered in a random and individualized manner with no coordinated effort to deliver the program. This approach to developmental guidance delivery was not as effective for the students as in situations where a clear and concise plan for delivery is in place.

**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.

**6.2.2. Counseling services. Counselors shall spend at least seventy-five percent (75%) of the work day in a direct counseling relationship with students, and shall devote no more than twenty-five percent (25%) of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

The guidance counselor did not spend 75 percent of time in direct relationships with students as stated by the counselor and through student interviews. The counselor stated, “It is just the opposite, I spend 25 percent of my time with the students.”



## 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)**

Two teachers did not have the correct certification for the classes they were teaching:

1. One teacher was teaching in a classroom for Severe Learning Disabled/Behavioral Disorder/Mentally Impaired students (SLD/BD/MI), but did not have a BD endorsement.
2. One teacher was endorsed to teach French/Spanish 7-12, but was teaching Grade 6 French.

## RECOMMENDATIONS

### 6.1.4. **Instruction.** Special education students made up more than 50 percent of the class population of some general education classes. The Team recommended that the school examine the scheduling process for special education students so that they benefit more fully from inclusion and general education classes.

Special education co-teachers and regular education teachers did not have a common planning time. The Team recommended that the schedule be revisited to provide regular common planning opportunities between special education co-teachers and regular classroom teachers.

The Basic Skills classes were not teaching the basic skills; however, they were using a wide variety of subject matter. These subjects ranged from career guidance to Channel One. The Team recommended that the role of the Basic Skills class be more clearly defined.

### 6.1.5. **Instructional strategies.** It was evident from teacher interviews and Team observations that defined roles had not been established for co-teachers included in classrooms. The Team believed that the co-teachers and the students would benefit from more extensive staff development in team teaching and inclusion.

### **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.

- 7.1.5. Personnel.** The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education policies to determine the degree to which instructional and support services provided to the schools establish and support high quality curriculum and instructional services.

The current use of the counselor at the school was not effective. It is imperative that the counselor be accessible to students throughout the day. The Team recommended that the Cabell County Central Office contact the West Virginia Department of Education, Office of Student Services and Health Promotion and RESA II for assistance in dealing with this issue.

**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 Beverly Hills Middle School in achieving capacity, the following resources are recommended.

<b>HIGH QUALITY STANDARDS</b>	<b>RECOMMENDED RESOURCES</b>
6.1.4. Instruction.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.11. Guidance and advisement.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.2.2. Counseling services.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
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 Beverly Hills Middle School and Cabell County have the capacity with the assistance of the West Virginia Department of Education and RESA II 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*)

**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.**

- 17.1.3. Teachers' workroom.** Access to communications technology was not available.
- 17.1.5. Library/media and technology center.** Newspapers and pamphlets were not available for student use.
- 17.1.9. Grades K-12 remedial.** The remedial area was not of adequate size, the location was not adjacent to general instructional areas, and equipment and materials were not adequate.
- 17.1.11. Grades 6-12 science facilities.** Rooms 110 and 205 did not have air vacuum, ventilation fume hood, gas, blanket, emergency showers, balance cases (Room 205 has balance cases), or main gas shut-off. Room 218 did not have a sink, hot and cold water, gas, air vacuum, ventilation fume hood, demo table, laboratory workspace at 2.5 linear feet per student with sink/water/gas/electricity, emergency shower, or main gas shut-off.

- 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 instructional areas and close to seating. Fire resistant curtains, acoustical panels, film screens, controlled illumination, and outlets were not available.
- 17.1.14. Food service.** Chalkboards and bulletin boards were not available.
- 17.1.15 Health service units.** A health service unit of adequate size was not available. Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, and refrigerator with locked storage 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, Beverly Hills Middle School and Cabell County must implement curriculum and instruction that will improve achievement. Cabell County must actively pursue assistance from RESA II, 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
12-302 Beverly Hills Middle	Conditional Accreditation	6.1.4; 6.1.7; 6.1.11; 6.1.12; 6.2.2; 6.6.2		September 1, 2005
			5.1.1 (SE)	May 31, 2007

**Education Performance Audit Summary**

The Team identified six (6) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup, presented two (2) recommendations, and identified an early detection and intervention issue.

Beverly Hills 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 Beverly Hills 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.