

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

ENSLOW MIDDLE SCHOOL

CABELL COUNTY SCHOOL SYSTEM

FEBRUARY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Enslow 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 – Bane McCracken, Coordinator, Office of Student Services and Health Promotions

TEAM MEMBERS

Name	Title	School/County
Judd Ashcraft	High School Principal	North Marion High Marion County
Timothy Derico	High School Assistant Principal	Ripley High Jackson County
Ron Ellison	Middle School Principal	Pineville Middle Wyoming County
Ronald Hall	High School Assistant Principal	Pocahontas County High Pocahontas County

SCHOOL PERFORMANCE

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

12-305 ENSLOW MIDDLE SCHOOL - Needs Improvement

CABELL COUNTY
Daniel Gleason, Principal
Grades 06 - 08
Enrollment 288

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	239	288	286	99.31	59.83	Yes	Confidence Interval	✓
White	210	247	247	100.00	62.38	Yes	Yes	✓
Black	20	32	30	93.75	15.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	197	236	234	99.15	56.85	Yes	Confidence Interval	✓
Spec. Ed.	51	61	61	100.00	15.68	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	239	288	285	98.96	77.40	Yes	Yes	✓
White	210	247	245	99.19	78.09	Yes	Yes	✓
Black	20	32	31	96.88	60.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	197	236	234	99.15	74.61	Yes	Yes	✓
Spec. Ed.	51	61	61	100.00	35.29	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

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

Passed
Attendance Rate = 94.4%

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	106	89	105	89	99.06	11.24	23.60	47.19	15.73	2.25	65.17
07	89	70	88	70	98.88	18.57	30.00	31.43	18.57	1.43	51.43
08	93	80	93	80	100.00	11.25	27.50	36.25	22.50	2.50	61.25

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	106	89	105	89	99.06	4.49	14.61	53.93	16.85	10.11	80.90
07	89	70	87	70	97.75	11.43	18.57	41.43	24.29	4.29	70.00
08	93	80	93	80	100.00	2.50	17.50	52.50	18.75	8.75	80.00

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	%	
2	2%	0	0%	4	5%	9	11%	46	55%	7	8%	1	1%	15	18%	84

Note: Seventy-three percent (73%) 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
7.06%	2003-04
76.64%	2002-03
44.137%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Enslow 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 continued the school's 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 Enslow Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.5. **Instructional strategies.** Bell Ringer activities were used at the beginning of class. This strategy was prevalent in all classrooms and was an effective means of focusing student attention on the lessons of the day.
- 6.1.7. **Library/educational technology access and technology application.** The Team observed the varied use of technology in instruction delivery which was highly utilized throughout the building. The staff and students indicated that technology is an integral part of the daily instruction and that student learning is positively affected by this practice.
- 6.2.3. **Lesson plans and principal feedback.** The principal used the instructional strategies assessments on a regular basis. Through this practice the principal is aware of the various teaching strategies that are being used by the teachers and can be assured that the students are engaged in each class.
- 6.5.1. **Parents and the community are provided information.** The Team commended the school's use of Family Nights. This is composed of regular activities where parents come to school with their students and work together on academic and fun activities. Parents and teachers interact to provide instructional delivery that will facilitate greater student achievement.

- 6.7.1. School rules, procedures, and expectations.** The Team commended the Nothing But The Best program, a responsible student program that promotes attendance, preparedness, and good behavior.

The Team commended the STOP program, Students Taking On Prevention, a student club/committee that meets weekly to discuss substance abuse and plan activities for schoolwide activities, such as Teen Issue day.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (Insert Standard – Subgroups)

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)**

Through Team observations and teacher interviews, the Team found that the physical education program did not address the Content Standards and Objectives (CSOs). The physical education teacher was not aware of the CSOs list when the interviewing Team member accessed the CSO list on the computer.

Teachers did not use any type of formative assessment to determine present mastery levels of the Content Standards and Objectives (CSOs) for the purpose of redirecting instruction. The only type of assessment that many of the teachers could cite was the WESTEST; however, teachers must be made aware of the student progress toward mastery at intervals between the formal testing times.

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

Special education students' performance was not adequately monitored when the student is included in general education classes. A system of performance checks needs to be in place to assure that special education students are performing at the correct pace before too much time passes and student success is more difficult to attain.

- 6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of student and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

During the Education Performance Audit review, the Team found that the library was open to students only three days per week. Student interviews indicated that there is a great deal of demand that the library be available to a greater extent for individual student use and classroom use. Daily library access needed to be provided.

6.2. Student and School Performance

- 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)**

Through interviews with the students and staff the Team determined that a career exploration plan was not available to students. When asked about the types of career exploration the students indicated that they had not been instructed in this area.

RECOMMENDATION

- 6.1.1. Curriculum based on content standards and objectives.** The related arts classes (health, music, and art) did not have a countywide sequential curriculum. While the core classes had a county adopted sequential curriculum, none existed for the related arts field. The Team recommended developing countywide sequential curriculum to ensure consistent and effective delivery of curriculum.

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.

Effectiveness and efficiency for students, school, and school system performance would be improved if special education students' progress was more closely monitored and it was ensured that the Content Standards and Objectives (CSOs) drove the curriculum.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.1. Curriculum based on content standards and objectives.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
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 Services (304) 558-7805
6.2.2. Counseling services.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8836

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 Enslow Middle School and Cabell 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*)

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.** The site was not 11 acres, plus one acre for each 100 students over 600, and there was not enough room for future expansion. The location was not removed from undesirable noise and traffic. The site was not suitable for special instructional needs, e.g., outdoor learning. There was not sufficient on-site, solid surface parking for individuals with disabilities.
- 17.1.5. Library/media and technology center.** Newspapers, periodicals, and pamphlets were not available.
- 17.1.8. Grades 1-12 classrooms.** Room 5 did not have a chalkboard. Room 8B did not have adequate storage and desks and chairs. Room 109 had inadequate storage.
- 17.1.10. Specialized instructional areas.** The art area did not have blackout areas, etc. The music facilities were not located away from quiet areas of the building and adequate storage was not available. The physical education facilities did not have a bulletin board or a record player.

- 17.1.11. Grades 6-12 science facilities.** Rooms 101, 102, and 112 were inadequate in size, were not located with easy access to outdoor activities, and were not isolated to keep odors from the remainder of the building. Also, none of these rooms had the following: Sink, hot water, AC and DC current, air vacuum (Room 112 had air vacuum), ventilation fume hood, demo table, laboratory workspace at 2.5 linear feet/student with sink/water/gas/electricity, fire extinguisher (Room 112 had a fire extinguisher), blanket, emergency shower (Rooms 101 and 102 had an emergency shower), and main gas shut-off (the gas had been taken out several years ago due to mechanical problems that were too expensive to repair).
- 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 area and close to seating. The area was not properly equipped, did not have fire resistant curtains, film screens, or controlled illumination.
- 17.1.14. Food service.** The food service area did not have a drinking fountain, chalkboard and bulletin board. A locker/dressing room was not available.
- 17.1.15. Health service units.** The health services area did not have curtained or small rooms with cots, toilet, lavatory, or scales.

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, Enslow Middle School and Cabell County must implement curriculum and instruction that will improve students' 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
12-305 Enslow Middle	Conditional Accreditation	6.1.1; 6.1.4; 6.1.7; 6.2.2		September 1, 2005
			5.1.1. (SE)	May 31, 2006

Education Performance Audit Summary

The Team identified four (4) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup and presented one (1) recommendation.

Enslow 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 Enslow 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.