



SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

HUNTINGTON MIDDLE SCHOOL

CABELL COUNTY SCHOOL SYSTEM

MARCH 2013

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Huntington Middle School in Cabell County was conducted January 26, 2011.

A Follow-up Education Performance Audit of Huntington Middle School was conducted January 24, 2012. The purpose of the follow-up review 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.”

A Second Follow-up Education Performance at Huntington Middle School occurred February 27, 2013, to confirm the previous finding had been corrected.

SCHOOL PERFORMANCE

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

12 CABELL COUNTY

William A. Smith, Superintendent

310 HUNTINGTON MIDDLE SCHOOL – Needs Improvement

Walter Brison, Principal

Grades 06 - 08

Enrollment 512 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

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	428	511	507	99.21	49.88	Yes	Yes	✓
White	299	360	356	98.88	54.36	Yes	Yes	✓
Black	121	140	140	100.00	37.19	Yes	No	✗
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	45	64	64	100.00	13.33	Yes	NA	✓
Low SES	253	312	308	98.71	37.69	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	428	511	506	99.02	64.16	Yes	Yes	✓
White	299	360	355	98.61	67.78	Yes	Yes	✓
Black	121	140	140	100.00	53.71	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	45	64	64	100.00	20.00	Yes	NA	✓
Low SES	253	312	307	98.39	49.60	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.0%

12 CABELL COUNTY
William A. Smith, Superintendent
310 HUNTINGTON MIDDLE SCHOOL – Passed
Walter Brison, Principal
Grades 06 - 08
Enrollment 516 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	432	512	505	98.63	34.96	Yes	Yes	✓
White	293	354	347	98.02	40.00	Yes	Yes	✓
Black	128	144	144	100.00	21.87	Yes	No	X
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	39	56	52	92.85	13.15	By Average	NA	✓
Low SES	255	318	315	99.05	22.83	Yes	No	X
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	432	512	505	98.63	37.29	Yes	Yes	✓
White	293	354	347	98.02	42.75	Yes	Yes	✓
Black	128	144	144	100.00	25.78	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	39	56	52	92.85	7.89	By Average	NA	✓
Low SES	255	318	314	98.74	25.98	Yes	No	X
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.8%

12 CABELL COUNTY
William A. Smith, Superintendent
310 HUNTINGTON MIDDLE SCHOOL – Passed
Walter Brison, Principal
Grades 06 - 08
Enrollment 612 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	499	609	586	96.22	39.34	Yes	No	X
White	361	438	420	95.89	41.19	Yes	No	X
Black	123	153	149	97.38	32.23	Yes	Safe Harbors	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	55	70	66	94.28	22.64	By Average	Safe Harbors	✓
Low SES	292	384	371	96.61	28.62	Yes	No	X
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	499	609	589	96.71	52.14	Yes	Yes	✓
White	361	438	421	96.11	56.25	Yes	Yes	✓
Black	123	153	151	98.69	38.52	Yes	Safe Harbors	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	55	70	66	94.28	16.98	By Average	Safe Harbors	✓
Low SES	292	384	373	97.13	40.14	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 94.8%

12 CABELL COUNTY
William A. Smith, Superintendent
310 HUNTINGTON MIDDLE SCHOOL – Passed
Walter Brison, Principal
Grades 06 - 08
Enrollment 612 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	494	605	592	97.85	37.86	Yes	No	✗
White	342	419	408	97.37	41.96	Yes	No	✗
Black	128	155	154	99.35	25.19	Yes	No	✗
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	57	78	73	93.58	12.96	No	No	✗
Low SES	308	404	393	97.27	26.15	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	494	605	592	97.85	46.61	Yes	Confidence Interval	✓
White	342	419	408	97.37	49.70	Yes	Confidence Interval	✓
Black	128	155	153	98.70	34.64	Yes	No	✗
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	57	78	74	94.87	9.25	Yes	No	✗
Low SES	308	404	394	97.52	36.63	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 95.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Huntington Middle School failed to achieve adequately yearly progress (AYP) in the racial/ethnicity black (B) and the economically disadvantaged (SES) subgroups in mathematics and the SES subgroup in reading/language arts. Huntington Middle School achieved AYP in the B subgroup in reading/language arts only by application of the confidence interval. 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 December 2010 State Board meeting.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 6 – 73.72 percent in mathematics and 73.72 percent in reading; Grade 7 – 59.44 percent in mathematics and 55.24 percent in reading; Grade 8 – 60.77 percent in mathematics and 57.69 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Understanding by Design.
2. WESTEST2 Data Analysis.
3. CHAMPS (School Behavior Program) and Foundations Common Area Policy.
4. Mathematics and Reading Destinations.
5. TechSteps.
6. Responder Technology.
7. Autism.
8. Links.
9. ACT Explore.
10. WVEIS Web.
11. Movement in the Classroom.

FOLLOW-UP REVIEW

ACHIEVED STANDARD. Huntington Middle School made gains in all subgroups in mathematics and reading/language arts. Significant gains were made in mathematics in the all students (AS) subgroup (+4.38 percent), the racial/ethnicity black (B) subgroup (+10.36 percent), the special education (SE) subgroup (+9.49 percent), and the economically disadvantaged (SES) subgroup (+5.79 percent). Significant gains in reading/language arts were made in the AS subgroup (+14.85 percent), the racial/ethnicity white (W) subgroup (+13.5 percent), the B subgroup (+12.74 percent), the SE subgroup (+9.09 percent) and the SES subgroup (+14.16 percent). Teachers indicated various reasons for the increase in student achievement including high quality

staff development and the realization of the areas cited in the Education Performance Audit being issues that needed addressed by the staff.

Huntington Middle School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics for two consecutive years. Huntington Middle School failed to achieve AYP in the all students (AS) and the racial/ethnicity white (W) subgroups for the 2010-2011 school year. AYP was achieved in the racial/ethnicity black (B) and special education (SES) subgroups in mathematics and reading/language arts and in the SES subgroup in reading/language arts only through the safe harbor provision. The principal is strongly recommended to investigate and continue high quality, research-based programs and practices to increase student achievement in all areas.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Huntington Middle School performed within the point range (553.00 – 485.89) for full accreditation status

SECOND FOLLOW-UP REVIEW

Below Standard. Huntington Middle School failed to achieve adequate yearly progress (AYP) in mathematics in the all students (AS), racial/ethnicity white (W), racial/ethnicity black (B), special education (SE), and economically disadvantaged (SES) subgroups. The school failed to achieve AYP in reading/language arts in the B, SE, and SES subgroups. As noted in the chart below the school saw significant losses in the percent of student proficient in subgroups in both mathematics and reading/language arts. The exception was the racial/ethnicity white (W) subgroup which showed marginal gains 0.77 percent.

<u>Math</u>	<u>2010-2011</u>	<u>2011-12</u>	<u>Gains/Loss</u>
All Students (AS)	39.34	37.86	-1.48
Racial/Ethnicity White (W)	41.19	41.96	+0.77
Racial/Ethnicity Black (B)	32.23	25.19	-7.04
Special Education (SE)	22.64	12.96	-9.68
Economically Disadvantaged (SES)	28.62	26.15	-2.47

<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-12</u>	<u>Gains/Loss</u>
All Students (AS)	52.14	46.61	-5.53
Racial/Ethnicity White (W)	56.25	49.70	-6.55
Racial/Ethnicity Black (B)	38.52	34.64	-3.88
Special Education (SE)	16.98	9.25	-7.73
Economically Disadvantaged(SES)	40.14	36.63	-3.51

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

At least 50 percent of the teachers did not vary instructional strategies. Teacher directed instruction was the predominant instructional strategy. A wider variety of instructional strategies is imperative to maintain student attention and interest and actively involve students in learning. The school proficiency levels on the WESTEST2 provided compelling evidence that more effective instructional strategies are essential in all classes to improve student achievement.

FOLLOW-UP REVIEW

NONCOMPLIANCE. While the school had made progress in the area of instructional strategies, five teachers still did not vary instructional strategies during the observation period. The Team followed-up the classroom observations with interviews of teachers, students in those classes, and the principal on types of instructional delivery. The administrative team was monitoring classroom curriculum delivery and had provided staff development on the methods of varying instruction to meet students' needs.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. The school continued to show progress in teachers applying various instructional strategies and techniques.

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 Huntington Middle School in providing a thorough and efficient system of education. Cabell 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 Cabell County or the accreditation status of the schools.

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.

While the Team reported several issues at the school, the issue that first must be addressed is the apparent breakdown in communication and trust between the principal and staff. This issue made it difficult for the school to function at optimal levels. The school's Temporary Accreditation status makes it even more crucial that this issue be addressed. The deficiencies must be corrected by the time that the follow-up audit team returns to the school. All staff must work together efficiently and effectively to accomplish corrective action.

FOLLOW-UP CONCLUSION

The staff of Huntington Middle School had made great strides in correcting the deficiencies found in the original Education Performance Audit. Significant gains were made in all subgroups in mathematics and reading/language arts. The educational atmosphere had significantly improved with a stronger communication pathway and a stronger bond between the administration and the teachers. Huntington Middle School must continue to strive to improve the learning environment and provide a high quality and challenging curriculum to further increase student achievement.

SECOND FOLLOW-UP CONCLUSION

The Team observed that the school culture of Huntington Middle School continued to evolve and strengthen. However, the student achievement on the 2012 WESTEST2 declined substantially from the 2011 assessment.

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

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic 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 school's capacity to correct the deficiencies in this report may be compromised by the teachers' perception of the principal. The number and quality of the deficiencies found at Huntington Middle School will be extremely difficult to correct until all the staff are cohesive in their duties. The Team's classroom observations and teacher interviews showed that the teachers possessed the knowledge, skills, and willingness to deliver a high quality instructional program. The principal also seemed to have administrative skills to manage the school and was not aware of the negative schoolwide perception. Capacity will need to be developed to transform the school's culture.

The Team recommended that the Cabell County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

While one deficiency was not clearly corrected, the school had made significant changes in procedures and in the entire learning environment to provide a high quality learning atmosphere for students. Staff and administrators pointed to the original Education Performance Audit as the catalyst that initiated the dramatic change and nearly all staff interviewed stated that great results emanated from the changes.

SECOND FOLLOW-UP CONCLUSION

The school environment continued to improve and the staff participated in high quality professional development programs. The school staff has responded to the data with a common delivery approach.

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.

Huntington Middle School is likely to maintain the course of its performance levels if it does not receive continuous and sustained support from local and State education agencies. Working on the learning environment of the school needs to be a high priority.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

The school received a great deal of support from the Cabell County Central Office. While staff reported a much better learning atmosphere, the Team strongly recommended that the progress continue.

SECOND FOLLOW-UP TEAM SUMMARY

Student achievement on the WESTEST2 declined from the previous year in mathematics and reading/language arts. Now that the learning atmosphere has improved, the school will need to assess effectiveness of classroom instruction and practices. As much as the school and county have worked to improve student achievement, the efforts have not shown results in improved student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-310 Huntington Middle	Temporary Accreditation	5.1.1		

Education Performance Audit Summary

The remaining finding (7.1.5. Instructional Strategies) had been corrected. However, Huntington Middle School failed to achieve adequate yearly progress in 5.1.1. Achievement. The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the school's Temporary Accreditation Status.