



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

HUNTINGTON MIDDLE SCHOOL

CABELL COUNTY SCHOOL SYSTEM

MARCH 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Huntington Middle School in Cabell County was conducted January 26, 2011. 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 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 Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the declining student achievement and the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team and Technology – Wesley Holland, Office of Instructional Technology

West Virginia Department of Education Team Leader – Donna Wilkes, Coordinator, Office of Career and Technical Instruction

TEAM MEMBERS

Name	Title	School/County
Dawn A. Dooley	Middle School Assistant Principal	Braxton County Middle School Braxton County
Michael S. Dotson	Middle School Principal	Ritchie County Middle School Ritchie County
Gary R. Higginbotham	Middle School Principal	Ravenswood Middle School Jackson County
Nelson K. Spencer	Director of Federal Programs	Raleigh County
Clyde P. Stepp	High School Principal	Liberty High School Raleigh County

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	X
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	X
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 – Needs Improvement
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%

HUNTINGTON MIDDLE SCHOOL

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	184	157	181	156	98.37	46.15	27.56	19.23	5.13	1.92	26.28
07	165	143	164	143	99.39	34.27	25.17	17.48	16.78	6.29	40.56
08	163	132	160	130	98.16	41.54	19.23	17.69	16.92	4.62	39.23

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	184	157	181	156	98.37	46.15	27.56	15.38	8.97	1.92	26.28
07	165	143	164	143	99.39	20.98	34.27	24.48	13.29	6.99	44.76
08	163	132	160	130	98.16	29.23	28.46	26.15	11.54	4.62	42.31

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	432	150	279
White	293	116	174
Black	128	28	100
Special Education	39	5	33
SES	255	58	196

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	432	160	269
White	293	124	166
Black	128	33	95
Special Education	39	3	35
SES	255	66	188

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.

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.

7.1.7. 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)

According to the librarian, students did not have opportunities to check books out of the library. The library was restricted to whole class use and needed to be open to students to check out books of their own interest. The library was used for classroom assignments.

7.1.12. 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)

Minimal multicultural activities occurred at the school to expose students to other cultures and develop appreciation for diversity. There was no written Multicultural Plan at the school to guide multicultural activities. Additionally, there was no zero tolerance guide or procedures or plan for bullying and harassment that teachers could articulate. Each teacher dealt with students in his/her own manner.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

The first three days of school were dedicated to only Grade 6, Grade 7, and Grade 8, respectively. This was due to the school being newly opened; however, this practice did not provide for an equal opportunity to attend 180

school days. The principal stated that this was the only year that this was to happen. This two days lost instruction combined with the number of days of school cancellation due to inclement weather and early dismissal resulted in lost instructional time.

7.6. Personnel

- 7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)**

According to the teachers, the mentorship program was ineffective. New teachers and mentors were meeting, but not to the extent possible and mentoring logs were not available. Meetings were regularly scheduled and at least two of the teachers said they did not benefit from the meetings. The principal was not involved in any of these meetings nor participated as chairman of the professional support team required by W.Va. Code §18A-3-2b.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

While school rules were in place, the perception of a majority of the teachers was that the administration did not consistently follow these rules with students. This perception adversely affected the learning environment as many staff members were disgruntled with this issue.

7.8. Leadership

- 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

The perception of a majority of the staff was that the principal was negative and not supportive of the staff. Teachers reported that the principal was not receptive to teacher concerns and said they felt intimidated. This perception negatively affected the school's learning environment. The Team urged the Cabell County Superintendent of Schools to evaluate the issue and develop a solution to encourage a supportive teaching and learning environment.

Due to the number and quality of deficiencies found at Huntington Middle School, the Team determined the central office administration, the West Virginia Center for Professional Development, the West Virginia Department of Education, and RESA 2 needed to provide assistance in neutralizing emotions and focusing on facts and options to improve management and operation of the school.

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.

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.

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.

19.1. 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 of West Virginia 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*)

Huntington Middle School is a new construction; however, some requirements of Policy 6200 were not available.

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.

- 19.1.1. School location.** The school site was not 11 acres and was not large enough for future expansion.
- 19.1.11. Grades 6-12 science facilities.** The science facilities did not have a ventilation fume hood, demo table, fire extinguisher, blanket, emergency showers, first aid kit, or darkening provisions.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided and there were no curtained or small rooms with cots.

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.

Education Performance Audit Summary

The Team identified seven high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.12. Multicultural activities.
- 7.1.13. Instructional day.
- 7.6.4. Teacher and principal internship.
- 7.7.1. School rules, procedures, and expectations.
- 7.8.1. Leadership.

The Team also noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Huntington Middle School's Education Performance Audit concentrated on performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Huntington Middle School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Huntington Middle School and Cabell County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.