

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

CLAY COUNTY MIDDLE SCHOOL

CLAY COUNTY SCHOOL SYSTEM

JANUARY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Clay County Middle School in Clay County was conducted on November 18, 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 subgroup 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 Leader – Nathan Estel, Coordinator, Office of Professional Preparation (Certification)

West Virginia Department of Education Team Leader – Bruce Hollis, Coordinator, Office of Technical and Secondary Program Improvement

TEAM MEMBERS

Name	Title	School/County
John Bennett	High School Principal	Gilmer County High School Gilmer County Schools
William Chapman	Middle School Principal	Spencer Middle School Roane County Schools
Larry Dalesio	Elementary Principal	Cameron Elementary Marshall County Schools
Lesa Hines	Director Special Education	Gilmer County Schools
Dr. Jack Kaufman	Professor of Education (Retired)	Mercer County
Mary Alice Kaufman	Board Member	Mercer County Board of Education
Thomas Wood	High School Assistant Principal	John Marshall High School Marshall County Schools
Connie Young	High School Principal	Cameron High School Marshall County Schools

SCHOOL PERFORMANCE

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

16-301 CLAY COUNTY MIDDLE SCHOOL - Needs Improvement

CLAY COUNTY
Joan Haynie, Principal
Grades 05 - 08
Enrollment 506

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	472	491	488	99.39	65.45	Yes	Yes	✓
White	469	488	485	99.39	65.66	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	355	358	355	99.16	61.36	Yes	Yes	✓
Spec. Ed.	97	105	102	97.14	22.34	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	472	491	489	99.59	79.14	Yes	Yes	✓
White	469	488	486	99.59	79.01	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	355	358	356	99.44	74.50	Yes	Yes	✓
Spec. Ed.	97	105	103	98.10	34.73	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY - Full Academic Year

* - 0 students in subgroup

** - Less than 10 students in subgroup

Passed

Attendance Rate = 97.0%

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	169	163	169	163	100.00	10.43	28.22	42.33	17.79	1.23	61.35
07	163	157	161	155	98.77	9.68	25.16	40.00	19.35	5.81	65.16
08	159	152	158	151	99.37	9.93	19.87	44.37	21.19	4.64	70.20

Reading/Language Arts											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	169	163	169	163	100.00	6.13	14.11	39.26	32.52	7.98	79.75
07	163	157	162	156	99.39	5.13	16.67	41.67	28.21	8.33	78.21
08	159	152	158	151	99.37	4.64	15.89	41.72	27.15	10.60	79.47

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	%	
3	2%	2	1%	5	3%	14	9%	93	63%	14	9%	15	10%	2	1%	148

Frequency - Number of students
% - Percentage of students

Note: Seventy-nine percent (79%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
49.17%	2003-04
97.40%	2002-03
65.315%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Clay County 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 Temporary 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. The high quality activities included in the revision will facilitate the increase in test scores when fully implemented.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Clay County Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.2. High expectations. Camp Mustang, the transition program provided for incoming Grade 6 students, was a commendable program designed to integrate these students into the middle school setting. This one week activity, held in June, has proven to help alleviate the tensions of students moving between the two divergent educational levels and facilitated their assimilation into the middle school setting.

6.1.3. Learning environment. The school schedule was intricate and well developed with the staff cooperating in the development for the maximum utilization of the instructional day. This team approach to the educational issues fostered a positive and supportive atmosphere.

The educational facility was well maintained and attractive. A great deal of attention to the building was evident and supported a feeling of pride and enthusiasm by the students.

The professionalism evidenced by the staff's attire and their deportment demonstrated a commitment to providing role models for students, the parents, and community in addition to personal pride and respect for their position.

The student body exhibited excellent behavior and impeccable manners throughout the Team's visit. Students were well behaved and presented themselves in a mature manner.

The regular presence of parents within the school day and the school's inviting atmosphere created positive communication and support between the school and community. The Team recognized that the students viewed the educational process as a team approach between the parents and staff and considered education as highly important.

- 6.1.4. Instruction.** Pacing guides were created and utilized across the curriculum. Teachers knew precisely where their students were achieving in the educational process.
- 6.1.5. Instructional strategies.** Varied instructional strategies were being used in general education classrooms throughout the school. The Team verified that the teachers kept the students engaged in the learning process and regularly varied the instructional strategies to promote interesting lessons.
- 6.1.7. Library/educational technology access and technology application.** The school library was organized and managed to provide an excellent resource for learning throughout the school. It incorporated writing across the curriculum, differentiated instruction and instructional choices, as well as promoted self-interest reading.
- 6.1.8. Instructional materials.** The availability and quality of instructional technology within the school and individual classrooms were evident and commendable. Students and teachers used technology to explore and enrich instruction.
- 6.1.9. Programs of study.** The fine arts program was well planned, organized, and implemented. Student performances, recorded on Compact Discs, were impressive as were the art projects displayed throughout the building.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SE)

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)**

Observations and an interview of a special education teacher indicated that the Content Standards and Objectives (CSOs) were not the foundation for instruction. The teacher did not have lesson plans and indicated that he did not provide direct instruction, but was “only” facilitating what the regular education teacher developed.

- 6.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

The Team observed two special education aides seated at desks in a special education classroom. One reported that, “They were to do what was asked of them by the teacher,” and that the students that they were assigned to were absent today. This question was raised because a student was removed from the classroom for disruption,

rather than the aide working with the student. The aides would be better utilized if they were directly involved in the instruction and behavior management of students.

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

Generally, instructional strategies employed by teachers were numerous and varied. However, science teachers did not provide the 50 percent investigation, inquiry, experimentation requirement by Policy 2510.

Lesson plans were being developed in a special education classroom while the Team was observing the class. The comment was made that the teacher was trying to get them printed out. The teacher was addressing the lesson plan issue while students were in the classroom and no direct instruction was observed.

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)

The Team conducted interviews and observations and was unable to verify the 75 percent direct counseling services. Students and teachers indicated that the counselor was available to students and developmental guidance and student transition plans were part of the duties completed by the counselor. Lesson plans were not in place for delivering developmental guidance, a schedule or organized plan was not in place to show counseling services for student transition plans, career counseling, individual counseling, and/or group counseling. Consequently, the Team was unable to verify counseling time distribution suggested by Policy 2315.

RECOMMENDATIONS

6.1.4. Instruction. Collaboration between regular and special education teachers was not documented on the county adopted log form. The Team recommended that specific staff development be provided for the use of the county log form and the proper techniques and methods of effective collaboration be applied.

6.1.7. Library/educational technology access and technology application. Two teachers' computers were observed to have AOL Instant Messenger (IM) running during class time. One teacher was observed to be using IM during class time. The Team recommended that AOL Instant Messenger not be present at startup on classroom computers. The principal indicated that all staff was instructed to not have IM enabled on their computers.

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

8.1.5. 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.

Given the deficiencies pertaining to the special education department and the low WESTEST scores in the special education (SE) subgroup, Clay County and Clay County Middle School must aggressively pursue staff development opportunities to assist these teachers to improve instruction. Special education personnel could use their time more efficiently to improve achievement of the special education (SE) subgroup in reading/language arts and mathematics. However, the capacity must be developed in the special education department to provide quality services as demonstrated by the general education teachers.

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 Clay County 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
6.1.3. Learning environment.	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
6.2.2. 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 Clay County Middle School and Clay County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the special education department to provide quality services as demonstrated by the general education teachers. The Team recommended that the Clay County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA III in developing the school’s capacity to improve the school’s achievement of the special education students.

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 did not have 11 acres plus one acre for each 100 students over 600. The site was not large enough for future expansion. The playground/recreational areas were not separated from streets and parking nor were they well equipped and appropriate for the age level.
- 17.1.8. Grades 1-12 classrooms.** The size of the academic learning areas was not adequate (28-30 square feet per student).
- 17.1.10. Specialized instructional areas.** The art area did not have two deep sinks, a ceramic kiln, or black-out areas, etc.
- 17.1.11. Grades 6-12 science facilities.**

Grade 6 Facilities: The science classrooms did not have the following: Sink, hot and cold water, gas, ventilation fume hood, demo table, laboratory workspace at 2.5 linear ft./student with sink/water/gas/electricity, fire extinguisher, blanket, emergency showers, and darkening provisions.

Grade 7 Facilities: The science classrooms did not have the following: Sink, hot and cold water, gas, ventilation fume hood, demo table, laboratory workspace at 2.5 linear ft./student with sink/water/gas/electricity, fire extinguisher, blanket, emergency showers, and darkening provisions.

- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size, located for convenient access to language arts and music instructional area, close to seating, and did not have fire resistant curtains, acoustical panels, film screens, controlled illumination, and adequate electrical outlets.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not available. A locker/dressing room was not available.
- 17.1.15 Health service units.** A health services unit of adequate size was not available and a toilet was 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, Clay County Middle school and Clay County must implement curriculum and instruction that will improve students' achievement. Clay County must actively pursue assistance from RESA III, 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 with the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
16-301 Clay County Middle	Temporary Accreditation	6.1.1; 6.1.3; 6.1.4; 6.2.2		September 1, 2005
			5.1.1 (SE)	

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.

Clay County 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 Clay County 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.