



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

DODDRIDGE COUNTY MIDDLE SCHOOL

DODDRIDGE COUNTY SCHOOL SYSTEM

JULY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Doddridge County Middle School in Doddridge County was conducted on February 5, 2008.

A Follow-up Education Performance Audit of Doddridge County Middle School in Doddridge County was conducted March 30, 2009. The purpose of the follow-up 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.”

SCHOOL PERFORMANCE

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

18 DODDRIDGE COUNTY
Janice Michels, Superintendent

301 DODDRIDGE COUNTY MIDDLE SCHOOL – Needs Improvement

Betsy Yeager, Principal
Grades 05 - 08

Enrollment 387 (2nd month 2005-2006 enrollment report)

WESTEST 2005-2006

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	371	403	403	100.00	74.66	Yes	Yes	✓
White	369	401	401	100.00	74.52	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	211	240	240	100.00	66.35	Yes	Yes	✓
Spec. Ed.	68	74	74	100.00	39.70	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	371	403	403	100.00	76.01	Yes	Yes	✓
White	369	401	401	100.00	75.88	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	211	240	240	100.00	68.72	Yes	Confidence Interval	✓
Spec. Ed.	68	74	74	100.00	35.29	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.7%

18 DODDRIDGE COUNTY
Janice Michels, Superintendent
301 DODDRIDGE COUNTY MIDDLE SCHOOL – Needs Improvement
Alvin Ross, Principal
Grades 05 - 08
Enrollment 380 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

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	363	380	380	100.00	69.42	Yes	Averaging	✓
White	362	379	379	100.00	69.33	Yes	Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	214	229	229	100.00	59.81	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	67	69	69	100.00	29.85	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	363	380	380	100.00	76.30	Yes	Confidence Interval	✓
White	362	379	379	100.00	76.51	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	214	229	229	100.00	68.69	Yes	No	✗
Spec. Ed.	67	69	69	100.00	35.82	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 98.8%**

18 DODDRIDGE COUNTY
Janice Michels, Superintendent
301 DODDRIDGE COUNTY MIDDLE SCHOOL – Needs Improvement
Dr. Deborah Kuhns, Principal
Grades 05 - 08
Enrollment 382 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	359	373	373	100.00	71.58	Yes	Yes	✓
White	358	372	372	100.00	71.50	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	224	234	234	100.00	64.73	Yes	Confidence Interval	✓
Spec. Ed.	74	78	78	100.00	37.83	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	359	373	373	100.00	75.76	Yes	Confidence Interval	✓
White	358	372	372	100.00	75.69	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	224	234	234	100.00	68.30	Yes	No	✗
Spec. Ed.	74	78	78	100.00	37.83	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.5%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Doddridge County Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the economically disadvantaged (SES) subgroup in reading/language arts and the special education (SE) subgroup in mathematics and reading/language arts. In accordance with Section 10.6 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 November 2007 State Board meeting.

Doddridge County Middle School achieved adequate yearly progress in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics by averaging and in reading/language arts by application of the confidence interval. Also, the school achieved AYP in the economically disadvantaged (SES) subgroup in mathematics by application of the confidence interval/averaging. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in both mathematics and reading: Grade 5 – 37.08 percent in mathematics and 33.71 percent in reading; Grade 7 – 27.47 percent in mathematics; Grade 8 – 36.36 percent in mathematics and 25 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. Adequate Yearly Progress (AYP) Retreat.
2. Reading Academy.
3. Odyssey Foundation.
4. Policy and Procedure.
5. Team Building/Training Reports.
6. Tools for Teaching.
7. Web Education Resources.
8. Gear Up Conference.
9. High Schools That Work (HSTW) Planning.

FOLLOW-UP REVIEW

MET STANDARD. Doddridge County Middle School failed to achieve adequate yearly progress (AYP) in the 2007-2008 school year. AYP was not achieved in reading/language arts for the economic disadvantaged (SES)

and the special education (SE) subgroups. AYP was achieved in reading/language arts by the all students (AS) and the racial/ethnicity white (W) subgroups and in mathematics by the SES subgroup by application of the confidence interval. The SE subgroup met assessment standards by applying Safe Harbors.

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 Doddridge County Middle School performed within the point range (768-671) for full accreditation status.

In an attempt to improve student achievement, the master schedule was changed to provide a 30 minute enrichment period in the middle of the day for all students to receive additional work in skills development. WESTEST and Benchmarking results were used by the teacher teams to determine the students' skill deficiencies and instruction for this period was prepared to address those skill deficiencies.

Staff training had been provided by the West Virginia Department of Education in differentiated instruction and lesson planning for effective instruction.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

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

7.1. Curriculum

7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

The school grouped students by ability in mathematics and English. Ten classes in mathematics and English were labeled on the master schedule as either “High” or “Low”, and teachers and the principal verified that these were a high ability group or a low ability group. There were no means of transitions from one group to another.

FOLLOW-UP REVIEW

COMPLIANCE. Ability grouping in mathematics and English was no longer used at Doddridge County Middle School.

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)

The Team observed that the majority of instruction in the Grade 5 classes was teacher directed instead of engaging students in active learning experiences. Methods such as lecture, handouts, and guided discussions were overly utilized in most of these classrooms. The Adequate Yearly Progress (AYP) Information by Class showed a measurable difference in percent of students proficient at Grade 5 than the other grades. Furthermore, the practice of grouping students by ability is neither research-based or a high-yield instructional strategy.

FOLLOW-UP REVIEW

COMPLIANCE. Doddridge County Middle School’s staff had been provided training in using differentiated instruction and effective instructional strategies when preparing lesson plans and implementing instruction in the classrooms. An emphasis in lesson planning had been to provide multiple interactive activities for students and varying strategies throughout the instructional period. Principals monitored instructional activities through weekly lesson plan reviews and frequent classroom walkthroughs. The Team visited several classrooms, interviewed teacher

teams, and reviewed lesson plans and found significant improvements in lesson planning and student involvement in instructional activities. The practice of grouping students by ability no longer existed at Doddridge County Middle School.

7.2. Student and School Performance

7.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

The Team reported that some lesson plans had not been checked by the administration. Several lesson plans at one grade level were incomplete and could not be followed by a substitute teacher. Given the deficiencies in the special education (SE) and the economically disadvantaged (SES) subgroups, it is of great importance that the administrators review plans and assure that lessons are coherent, relevant, sequential, and address students' learning needs.

FOLLOW-UP REVIEW

COMPLIANCE. Doddridge County Middle School had a new administrative team which was actively involved in reviewing lesson plans and working to improve instruction and learning. A review of the lesson plans in the office and a random review of teacher lesson plan books in classrooms confirmed the quarterly review of lesson plans was taking place. Additionally, the assistant principal reviewed lesson plans weekly to ensure they had been prepared and were complete enough for use by a substitute teacher.

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)

A teacher was hired in December 2007 and had begun meeting with a mentor shortly thereafter; however, the administration was not aware of the meetings or what was happening in the meetings. W.Va. Code §18A-3-2b (6) specifies that monthly meetings of the professional support team be held, which the principal is required to be the team chair.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed records of the monthly professional support team meeting chaired by the principal and found the Code implemented as required.

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 Doddridge County Middle School in providing a thorough and efficient system of education. Doddridge 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 Doddridge 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.

The county hired an educational consultant for school improvement. This person analyzed data, assisted in developing vertical teams in mathematics and reading, assisted in revising the Five-Year Strategic Plan, created constructive responses, and secured professional development to improve instruction in the classes.

Teachers and administrators reported that a great deal of importance, until this school year, had been placed on discipline issues. The major focus had changed recently to quality curriculum delivery. An extensive data analysis had been conducted at the school. The staff had worked with strategies to increase the levels of learning. The current administration was working to foster an atmosphere that emphasized the importance of data analysis, student needs, and challenging students to do their best. Both the principal and assistant principal were relatively new in their positions and the Team believed that they were implementing programs and practices to increase student achievement. However, WESTEST scores indicated the practice of grouping students by ability has not been effective. This practice needs to be discontinued.

FOLLOW-UP CONCLUSION

Doddridge County Middle School continued to focus efforts on improving student learning and achievement. The principal and staff had implemented a skills development program for all students that meets 30 minutes each day to work on specific skills. The staff had been provided additional training on using effective instructional strategies and planning interesting, effective lessons. The WESTEST scores still showed areas that needed

more improvement and the staff was aware of these areas and were working to address them.

The practice of ability grouping of students had been eliminated.

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.

- 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.**

Capacity building needed to be developed for educators particularly at Grade 5 to strengthen the teaching and learning process to improve student and school achievement. Staff development in differentiated instruction and lesson plan development was needed to assist in closing the achievement gap. If this is not done, student achievement may remain below acceptable levels.

FOLLOW-UP CONCLUSION

Staff development in differentiated instruction and lesson plan development had been provided. The staff was working diligently to improve instruction and student learning with some improvement in student achievement occurring.

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.

Doddridge County Middle School is likely to maintain the course of its performance levels if it does not receive continuous and sustained staff development in differentiated instruction and high expectations are not incorporated.

FOLLOW-UP TEAM SUMMARY

The staff of Doddridge County Middle School continued to look for ways to work together and improve student learning. They had continued to participate in high level staff development and had improved the classroom instruction by incorporating multiple learning activities and increasing student involvement in the learning process. There was much left to do, but the staff believed it was on the correct path toward continuous improvement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
18-301 Doddridge County Middle	Full Accreditation			