

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

COLLINS MIDDLE SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

January 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Collins Middle School in Fayette County was conducted on November 14, 2006. 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 Five-Year Strategic 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 – Dr. Donna Davis, Deputy Director

TEAM MEMBERS

Name	Title	School/County
Drexel Sammons	Curriculum Specialist	Raleigh County Schools

SCHOOL PERFORMANCE

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

20 FAYETTE COUNTY

Chris Perkins, Superintendent

302 COLLINS MIDDLE SCHOOL – Needs Improvement

David Perry, Principal

Grades 05 - 08

Enrollment 738

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	681	733	726	99.04	72.78	Yes	Yes	✓
White	618	665	658	98.94	73.40	Yes	Yes	✓
Black	56	60	60	100.00	67.85	Yes	Yes	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	424	463	458	98.92	67.45	Yes	Yes	✓
Spec. Ed.	55	58	57	98.27	27.77	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	681	733	726	99.04	77.81	Yes	Yes	✓
White	618	665	658	98.94	78.62	Yes	Yes	✓
Black	56	60	60	100.00	69.64	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	424	463	458	98.92	74.58	Yes	Yes	✓
Spec. Ed.	55	58	57	98.27	37.03	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 96.3%**

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
05	180	169	180	169	100.00	2.96	15.38	48.52	27.22	5.92	81.66
06	178	164	176	162	98.88	5.56	27.78	44.44	12.96	9.26	66.67
07	211	192	209	191	99.05	7.33	21.47	51.83	17.28	2.09	71.20
08	164	156	161	154	98.17	5.84	22.73	48.05	19.48	3.90	71.43

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	180	169	180	169	100.00	4.14	17.75	52.07	22.49	3.55	78.11
06	178	164	176	162	98.88	4.94	16.67	51.85	19.14	7.41	78.40
07	211	192	209	191	99.05	3.66	19.37	46.07	25.65	5.24	76.96
08	164	156	161	154	98.17	1.95	20.13	40.91	24.68	12.34	77.92

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

Other Relevant Performance Data

2005-2006 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	20647	6	15	54	21	3	1	75	25
FAYETTE COUNTY	585	3	14	51	28	3	1	68	32
COLLINS MIDDLE	208	2	18	53	22	3	1	74	26

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Collins Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education (SE) subgroup in mathematics. In accordance with Section 9.4 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 October 2006 State Board meeting.

The achievement of the SE subgroup improved by almost 10 percent proficient in mathematics from the 2005 assessment (27.39 percent to 37.03 percent in 2006) and met AYP. The Team is optimistic that the interventions in place will lead to improved student performance and the school will achieve AYP by the May 31, 2007 Date Certain.

The Team determined that the Unified School Improvement Plan (USIP)/Five-Year Strategic Plan had been revised to address 5.1.1. Achievement.

Collins Middle School achieved AYP in the racial/ethnicity black (B) subgroup in reading/language arts only by application of the confidence interval. The county curriculum staff and school staff have addressed this subgroup in the county and school Five-year Strategic Plan and were applying interventions to improve achievement of all students.

The following professional development and/or training opportunities were provided by the West Virginia Department of Education, RESA IV, county and/or school.

1. A Closing the Achievement Gap (CAG) resource educator worked closely with the teachers on specific interventions with special education students, co-teaching, skill groups, etc.
2. Grade level teachers met daily to discuss various instructional issues such as what is working with special education students – graphing organizers, previewing, etc.
3. Content teams met monthly.
4. Instructional coaches were working at the school.
5. Students have reading/language arts and mathematics for two periods (90 minutes).
6. Professional Development.
 - High Performing Teams.
 - How to Differentiate Instruction in Mixed Ability Classrooms.
 - Differentiation by Interest, Learning Profile, and Readiness.
 - Differentiation by Content Areas.
 - Assisting Teachers with Constructing a Differentiated Lesson.
 - Math Tools Training.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Collins Middle School had undertaken initiatives for achieving adequate yearly progress (AYP). The prominent initiatives and activities included the following.

- 5.1.3. Attendance rate.** Collins Middle School instituted an Adopt-a-Truant program to increase attendance of chronically truant students. Teachers and staff who volunteer to be part of the program make a daily contact with their adopted student. For school year 2007, students who were adopted attended school an average of one day more than non-adopted students at the end of the first month of the program. The staff feels that better school attendance equates to higher student achievement.
- 6.1.3. Learning environment.** Special education students at Collins Middle School participated in a total inclusion model with available time for individualized instruction. If needed, special education students were given 30 minutes of individualized instruction during the advisor/advisee program for assistance in academic areas.
- 6.1.5. Instructional strategies.** The Team noted a wide variety of professional development sessions were offered throughout the year by the CAG liaison through the West Virginia Department of Education. These sessions were closely tied to the 2006 WESTEST results.
- 6.1.12. Multicultural activities.** Collins Middle School instituted a program, Bully for You, in 2005-2006 to emphasize prevention and zero tolerance and reduce the incidences of bullying. Numerous school activities were conducted to implement the program that included: Essays, role playing, and making a video that concluded with, "The Top Things You Can Do to Stop Bullying". A Professor of Counseling from Marshall University Graduate College conducted a group session with students identified as a bully or a target to analyze negative behaviors and offer insights into alternative behaviors. Teachers participated in after-school workshops on how to reduce negative behaviors in the classroom. Another training session will be held with the Safe and Drug Free Committee members and eight additional teachers on working with parents.
- 6.8.1. Leadership.** The administrators developed a positive school climate by fostering a consistent structure, procedures, and routines. The staff showed a great deal of respect for the administrators. The principal was organized, well prepared, and provided guidance for the school.
- 7.1.1. Curriculum.** Special education students at Collins Middle School were currently being served by an effective and efficient curriculum involving many available resources. Team planning, full inclusion of students, co-teaching, and available time for individualized instruction for reteaching and/or acceleration were various components of a sound curriculum program at this middle school.

HIGH QUALITY STANDARDS

RECOMMENDATIONS

- 6.1.2. High expectations.** Through observations and interviews, the Team reported that more collaboration needed to occur between the special education teachers and the general education teachers in the development of lesson plans. In most cases the general education teacher was dominant in developing and implementing lesson plans. Full collaboration was not evident.
- 6.1.4. Instruction.** The Team interviewed teachers and conducted classroom observations and reported that the general education teacher and the special education teacher needed to utilize more models of co-teaching. Both teachers were in the classroom, but the special education teacher needed to take a more viable role in the co-teaching model.

Exemplary Programs & Practices

5.1.1. Achievement.

Title: Collins After-School Program

Description of Program:

The Collins After-School initiative combined funding from five sources (21st Century Grants, New River Health and RESA IV, Title V, and Budget Digest) to deliver a program to meet the academic, social, and developmental needs of students in Grades 5-8. About 120 students participate in after-school activities which include homework assistance, tutoring, mentoring, PLATO, *Accelerated Reader*, reading comprehension, and advanced mathematics. Five teachers, one site coordinator, and one parent coordinator comprised the primary staff and guest presenters are utilized throughout the year. Students rotated through activities that include community service, computers, math games, Yoga and Pilates, and recreational games.

Students report to the cafeteria for after-school programs at 2:10 p.m. and are served a power snack. At 2:30 p.m. students report to an academic component based on strengths/weaknesses identified on WESTEST with the primary focus being mathematics and language arts. At 3:15 p.m., students rotate to one of the five activities listed above, and are released at 4:00 p.m. Transportation is provided by three buses. Fifth grade students attend on Mondays, sixth grade students attend on Tuesdays, and seventh and eighth graders attend on Wednesdays.

This program combines students not meeting mastery in small groups with accelerated students to maximize mentoring potential and positive bonding with teachers and peers. High expectations for learning environment, behavior, and involvement are the norm and guide students toward attainable achievement levels. During the course of the year, students attend all activities and are encouraged to apply skills learned in the regular classroom and beyond the school day and year. A new piece in this year's program is the implementation of the Safe and Drug-Free Schools initiative, Discovery Health Connection. All after-school students participate in a variety of research-based lessons that support literacy skills.

Summary:

Past parent, teacher, and student surveys yielded high rates of positive results and comments including increases in class participation, grades, and attendance. Most parents of fifth and sixth grade students commented on being relieved to know that their adolescent children had a safe harbor at the end of the school day.

Data from this year will be analyzed at the semester to determine increases in WESTEST scores and semester grades.

Contact: Vicki Lagos

Phone: 304-465-8861

Email: vlagos1@verizon.net

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.

None identified.

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

None identified.

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*)

None identified.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-302 Collins Middle	Conditional Accreditation		5.1.1 (SE)	May 31, 2007

Education Performance Audit Summary

The Team identified six initiatives for achieving adequate yearly progress (AYP) and presented two recommendations and one exemplary program.

Collins Middle School's Education Performance Audit was limited in scope to the performance and progress standards 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 Collins Middle School in improvement efforts.