



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**OAK GLEN MIDDLE SCHOOL**

**HANCOCK COUNTY SCHOOL SYSTEM**

**JULY 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

*Office of Education Performance Audits*

## INTRODUCTION

An announced Education Performance Audit of Oak Glen Middle School in Hancock County was conducted March 25, 2010.

A Follow-up Education Performance Audit of Oak Glen Middle School was conducted May 11, 2011. 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.”

## SCHOOL PERFORMANCE

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

### 29 HANCOCK COUNTY

Suzan Smith, Superintendent

### 303 OAK GLEN MIDDLE SCHOOL – Needs Improvement

Donna Popovich, Principal

Grades 05 - 08

Enrollment 653 (2<sup>nd</sup> month 2007-08 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
<b>Mathematics</b>								
All	612	649	640	98.61	80.49	Yes	Yes	✓
White	603	637	628	98.58	80.53	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	247	271	264	97.41	73.14	Yes	Yes	✓
Spec. Ed.	122	126	121	96.03	44.44	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	612	649	639	98.45	86.28	Yes	Yes	✓
White	603	637	627	98.43	86.07	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	247	271	263	97.04	79.75	Yes	Yes	✓
Spec. Ed.	122	126	121	96.03	52.13	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed  
Attendance Rate = 93.7%**

**29 HANCOCK COUNTY**  
Suzan Smith, Superintendent  
**303 OAK GLEN MIDDLE SCHOOL – Needs Improvement**  
Donna Popovich, Principal  
Grades 05 - 08  
Enrollment 636 (2<sup>nd</sup> month 2008-09 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
<b>Mathematics</b>								
All	619	638	634	99.37	58.86	Yes	Yes	✓
White	605	620	617	99.51	58.63	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	277	291	289	99.31	49.81	Yes	Yes	✓
Spec. Ed.	110	116	114	98.27	20.37	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	619	638	634	99.37	63.25	Yes	Yes	✓
White	605	620	617	99.51	62.95	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	277	291	289	99.31	54.54	Yes	Confidence Interval	✓
Spec. Ed.	110	116	114	98.27	12.03	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

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

**Passed  
Attendance Rate = 93.3%**

**29 HANCOCK COUNTY**  
Suzan Smith, Superintendent  
**303 OAK GLEN MIDDLE SCHOOL – Needs Improvement**  
Donna Popovich, Principal  
Grades 05 - 08  
Enrollment 627 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	602	625	622	99.52	40.16	Yes	Yes	✓
White	589	611	608	99.50	40.37	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	100	106	104	98.11	12.24	Yes	No	✗
Low SES	276	291	290	99.65	30.90	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	602	625	622	99.52	40.66	Yes	Yes	✓
White	589	611	608	99.50	40.37	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	100	106	104	98.11	8.16	Yes	No	✗
Low SES	276	291	290	99.65	29.45	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed  
Attendance Rate = 93.2%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

Oak Glen Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics for two consecutive years and in the SE subgroup in reading/language arts for the 2008-2009 school year. Oak Glen Middle School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts only by application of the confidence interval. 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 indicated scores below mastery in both mathematics and reading: Grade 5 – 39.58 percent in mathematics and 33.34 percent in reading; Grade 6 – 37.98 percent in mathematics and 37.98 percent in reading; Grade 7 – 38.86 percent in mathematics and 37.72 percent in reading; Grade 8 – 47.31 percent in mathematics and 37.73 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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 Oak Glen Middle School performed within the point range (375-324) for full accreditation status.

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

1. Depth of Knowledge.
2. Classroom Assessment Network.
3. Special Education and Autism Training.
4. TechSteps.
5. Instructional Practice Inventory.
6. Writing Workshop.

7. Data Analysis.
8. Lexiles.
9. GoGlobal.
10. Quantile Framework for Mathematics.
11. Professional Learning Communities.
12. Strategic Reading Intervention for Struggling Readers.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** 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 Oak Glen Middle School performed within the point range (504-422) for full accreditation status.

The principal, who is in her first year in the position, had implemented/continued many initiatives to increase student achievement. The following outline these initiatives.

1. Contact parents by email concerning student achievement and progress.
2. Contact parents with notes home.
3. Conference phone calls.
4. Conferences in person.
5. Student Assistance Team (SAT) meetings for students.
6. Grade 5 – one pod changed rotation of classes at second nine weeks.
7. Lunch.
  - a. Extra time for make-up work.
  - b. Tutoring with teachers.
8. Extra time allowed for students to complete tests, if needed.
9. Use of center activities (Grade 5).
10. Acuity questions as bell ringers.
11. Higher level thinking skills staff development and implementation.
12. Differentiated Instruction with small groups.
13. Problem Based Learning.
14. Professional Learning Communities.
  - a. Review data.

- b. Subject Area discussions across grade levels.**
    - c. Team discussions/meetings.**
- 15. Bears Book Clubs to encourage reading.**
- 16. GoGlobal Activities for global education.**
- 17. Culture Club – cultural education.**
- 18. Leveled readers.**
- 19. VVWA – Visual Verbal Word Association program.**
- 20. Graphic Organizers.**
- 21. Responsible Student Awards and Better Than the Average Bear coupons.**
- 22. Response to Intervention.**
- 23. Bank at School.**
- 24. Individual conferences with students who have a D or F grade – especially Grade 8 team for summer school.**
- 25. Individual conferences with students – WESTEST2 results.**
- 26. Celebrating Mastery for WESTEST2.**
- 27. Saturday School – students with incomplete work assigned to teacher from that subject area.**
- 28. Two teachers voluntarily tutor from 7:30-8:30 a.m.**
- 29. Teach/Re-teach.**
- 30. Edline – assignments posted; GradeQuick.**
- 31. Students showing improvement receive “Tracks to Success” bracelet.**
- 32. Gates-MacGinitie test given fall and spring – used to assist students with reading level books.**
- 33. Depth of Knowledge breakdown of WESTEST2.**
- 34. WORD OF THE WEEK from Depth of Knowledge breakdown and use in classroom.**
- 35. Instructional Practices Inventory – student engagement.**
- 36. ACT Explore – focus on student strengths and weaknesses.**



## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

#### 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 educational opportunities including enrichment and acceleration. (Policy 2510)**

While the school's teachers' instructional practices overwhelmingly demonstrated high expectations for the learning and achievement of all students, one physical education teacher did not follow instructional practices and curriculum that exhibited high expectations for all students. During the observation at least half of the students were off task at any given time. The teacher was not addressing the five forms of movement and lesson plans were the same plans for Grades 6 and 8.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The physical education teacher had received assistance in the proper implementation of the physical education West Virginia 21st Century content standards and objectives (CSOs) and the five forms of movement. All students were kept on task with high quality instruction and lessons were developed to meet the needs of each individual class. The principal conducted observations and lesson plan reviews and confirmed the curriculum and instruction demonstrated high expectations for all students.

**7.1.7. Library/educational technology access and technology application.** Policy 6200 Section 302 Technology. Specification: 302.08 Wireless Infrastructure 302.081: All wireless implementations shall be secured with encryption. The wireless infrastructure in the school was not encrypted; therefore, the school's network was exposed. The Team recommended that all wireless infrastructure be adequately encrypted.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The wireless system was properly encrypted.

**7.2.1. County and School electronic strategic improvement plans.** Staff had analyzed data and applied action steps to improve student achievement; however, only approximately one-half of the teachers could discuss the goals of the school's Five-Year Strategic Plan and how they were using these goals to direct the classroom curriculum. The Team recommended that all teachers be knowledgeable of the school's strategic plan's goals and be able to communicate them in their words and in a meaningful way.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** All teachers interviewed thoroughly discussed the school's three goals in the Five-Year Strategic Plan and explained what was occurring in their individual classes to meet the goals.

**7.2.4. Data analysis.** While the staff was well aware of student data and how it was to be used to guide the curriculum, individual student data were not discussed with students. Test results were mailed home for students and not covered at school. The Team recommended that a procedure be put into place in which teachers review student individual results with the students. This would inform students of their items mastered as well as those not mastered.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** A process had been implemented to inform students of their WESTEST2 scores. Homerooms and individual student meetings were being held. At least five meetings with students had been conducted to discuss their progress and positive results were reported in that students were genuinely interested in their scores and what it would take to improve them.

## 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 Oak Glen Middle School in providing a thorough and efficient system of education. Hancock 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 Hancock 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 principal and assistant principals had an excellent working knowledge of the issues facing the school and had implemented high quality staff development to reverse the decline in student achievement. Walkthroughs, observations, and evaluations were means they used to review the results of the staff development. The Team believed that the staff and administration were working toward higher student achievement and this would be evident after the 2010 WESTEST 2 was given.

The following initiatives had been put into place to address the decline in test scores.

1. Implementation of Response to Intervention (RTI) in Grades 5-8.
2. Use of Lexia.
3. Morning tutoring four days a week from 7:30-8:30a.m.
4. Lunch time help for students with assignments.
5. Increased walkthroughs and the template adapted to include West Virginia 21st Century content standards and objectives (CSOs) and strategies.
6. Professional Development.
  - a. Depth of Knowledge Part 1 with RESA 6 representatives Marian Kajfaz, Kim Kehrer, and Nancy Richmond.
  - b. Depth of Knowledge Part 2 during Professional Learning Communities (PLCs) with Marian Kajfaz and Kim Kehrer.
  - c. Lexile and Quantile Training.
  - d. Writing Workshop.
7. Data Analysis through Professional Learning Communities (PLCs) by Department and Grade Level.
8. Reading Naturally.

9. Utilization of Acuity and bell ringers.
10. Lesson plans checked once a week to ensure that West Virginia 21st Century content standards and objectives (CSOs) are covered.
11. Odyssey.
12. Word of the Week.
13. Writing Roadmap.
14. Targeted students (10 percent above mastery) and (10 percent below mastery).
15. Sustained Silent Reading.

### **FOLLOW-UP CONCLUSION**

**The principal had an excellent communication system with the staff and everyone was working on increasing student achievement. High quality instruction was evident as were high expectations for all students.**

## **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 Oak Glen 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 Team recommended that the Hancock County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to assist in revising the school's Five-Year Strategic Plan.

### **FOLLOW-UP CONCLUSION**

**The Hancock County Central Office provided assistance in the form of staff development geared toward increasing student achievement.**

## 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*)

**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 playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 19.1.5. Library/media and technology center.** On-line periodical indexes and copying equipment were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln; however, the facility has provisions for a kiln.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have DC current and a first aid kit.

## **FOLLOW-UP CONCLUSION**

**19.1.5. On-line periodical indexes and copying equipment were available.**

**19.1.11. The science facilities had DC current and a first aid kit.**

**All other items remained the same as indicated in the original Education Performance Audit.**

## **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.**

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

## **FOLLOW-UP TEAM SUMMARY**

**While the principal was providing high quality leadership and implementing research-based staff development and the Hancock County Central Office was providing excellent assistance, the Team recommended that the school enlist the assistance from RESA 6, the West Virginia Center for Professional Development, and the West Virginia Department of Education. These organizations can provide more tools for the staff to assist students in gaining higher achievement levels.**

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
29-303 Oak Glen Middle	Full Accreditation			

### Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Oak Glen Middle School.