



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

OAK GLEN MIDDLE SCHOOL

HANCOCK COUNTY SCHOOL SYSTEM

MAY 2010

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team.....	2
School Performance.....	4
Education Performance Audit	8
Initiatives For Achieving Adequate Yearly Progress	8
High Quality Standards	9
Indicators Of Efficiency	10
Early Detection And Intervention.....	13
Education Performance Audit Summary	13

INTRODUCTION

An announced Education Performance Audit of Oak Glen Middle School in Hancock County was conducted March 25, 2010. 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 Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the subgroup that failed to achieve adequate yearly progress (AYP) and the decline in achievement from the 2007-2008 to the 2008-2009 school year.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Brenda Morris, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Cynthia Sundstrom, Coordinator, Office of Career and Technical Instruction

TEAM MEMBERS

Name	Title	School/County
Joshua D. Brumfield	Assistant High School Principal	Sherman High School Boone County
Robert R. DeLorenzo, Jr.	Middle School Principal	West Fairmont Middle School Marion County
Ann M. Downs	Middle School Principal	Capon Bridge Middle School
Stephen Higgins	CAG Liaison	Office of Title II - School and School System Improvement West Virginia Department of Education
Anthony M. Jones	Junior/Senior High School Principal	Van Junior/Senior High School Boone County

Name	Title	School/County
Claude S. Malnick	Middle School Principal	Monongah Middle School Marion County
Michael R. Winland	Junior High School Principal	Hamilton Junior High School Wood County
Thomas N. Wood	General Supervisor	Marshall County

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 (2nd 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
Mathematics								
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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 (2nd 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
Mathematics								
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	**	**	**	**	**	**	**	**
Reading/Language Arts								
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%

OAK GLEN 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
05	148	145	147	144	99.32	1.39	38.19	45.14	10.42	4.86	60.42
06	140	131	138	129	98.57	9.30	28.68	45.74	13.95	2.33	62.02
07	181	176	180	175	99.45	2.86	36.00	51.43	8.57	1.14	61.14
08	169	167	169	167	100.00	17.96	29.34	38.32	13.77	0.60	52.69

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	148	145	147	144	99.32	5.56	27.78	36.81	22.22	7.64	66.67
06	140	131	138	129	98.57	3.10	34.88	31.01	27.91	3.10	62.02
07	181	176	180	175	99.45	2.86	34.86	38.86	22.86	0.57	62.29
08	169	167	169	167	100.00	2.40	35.33	49.10	12.57	0.60	62.28

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

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. Learning environment.** Safety at the school was commendable. All individuals entering the school were checked in the school through the front door. Staff and students overwhelmingly stated that they felt safe and secure. Bullying and harassment were thoroughly discussed with students and the counselor was extensively involved in this process. The facility was clean, organized, and educationally stimulating.
- 7.8.1. Leadership.** The Team commended the administrative team for providing a clear vision to correct the decline in achievement. They were professional, organized, and exhibited a coherent unit with a clear goal of student success.

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.

RECOMMENDATIONS

- 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.
- 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.
- 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.

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.

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.

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.

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.

Education Performance Audit Summary

The Team identified one high quality standard necessary to improve performance and progress.

7.1.2. High expectations.

The Team presented two commendations and three recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Oak Glen Middle School's Education Performance Audit was limited in scope to the 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 Oak Glen 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 Oak Glen Middle School and Hancock County to revise the school's Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle.