

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

EAST HARDY EARLY/MIDDLE SCHOOL

HARDY COUNTY SCHOOL SYSTEM

DECEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of East Hardy Early/Middle School in Hardy County on May 1, 2003.

A Follow-up Education Performance Audit of East Hardy Early/Middle School in Hardy County was conducted on October 14, 2004. 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 performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

31-204 EAST HARDY EARLY/MIDDLE SCHOOL – Needs Improvement

Rebecca Brill, Principal
Grades PK - 08
Enrollment 576

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	353	371	370	99.73	61.64	Yes	Yes	✓
White	349	364	363	99.73	61.49	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	176	187	187	100.00	51.13	Yes	Confidence Interval	✓
Spec. Ed.	65	67	66	98.51	20.31	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	353	371	370	99.73	74.71	Yes	Yes	✓
White	349	364	363	99.73	74.71	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	176	187	187	100.00	68.18	Yes	Confidence Interval	✓
Spec. Ed.	65	67	66	98.51	40.62	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 97.4%

NONCOMPLIANCE

- 4.1.b. Student Achievement.** A minimum of fifty percent (50%) of the school's students in grades 3 through 11 perform at or above the 3rd quartile in total basic skills; and no more than fifteen percent (15%) of the students perform within the 1st quartile, or the percentage of students performing within the 1st quartile is decreased based on two (2) of the most recent three (3) years. (Education Goal 3)

More than fifteen percent (15%) of the students performed within the 1st or bottom quartile in total basic skills on the Stanford-9 Achievement Test (SAT-9). This level of student achievement indicates a need to implement curriculum and instructional strategies to improve student achievement. Decreasing the percentage of students performing in the 1st or bottom quartile may necessitate restructuring the curriculum and aligning instruction with the West Virginia Board of Education Instructional Goals and Objectives (IGOs). Goals, time lines, and activities in the Unified School Improvement Plan (USIP) must be followed and completed by a June 30, 2003 Date Certain.

FOLLOW-UP REVIEW

NONCOMPLIANCE. 5.1.1. Achievement. East Hardy Early/Middle School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. The special education (SE) subgroup did not have the required percentage of students at the proficient level in both mathematics and reading/language arts.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

5.1 Curriculum

- 5.1.8. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The Team could not determine that technology was being integrated throughout the curriculum. While the computer laboratory was being utilized, little evidence was available indicating that computers were being used in the classrooms. Accelerated Reader was being used in Grades 1 and 2. The Technology Plan was limited in the goals related to the integration of technology in the curricular areas.

FOLLOW-UP REVIEW

COMPLIANCE.

- 5.1.9. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

Some special education classrooms did not have adequate materials to meet the diverse student needs.

FOLLOW-UP REVIEW

COMPLIANCE.

- 5.1.10. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for early, middle, and adolescent levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

The Team determined through teacher interviews and lesson plan reviews that science and social studies were not being taught daily in all Grade 3 and 4 classes.

FOLLOW-UP REVIEW

COMPLIANCE.

- 5.1.11. Approved elective offerings. An elective offering must be based on approved West Virginia Board of Education content standards and objectives or have written goals and objectives that are approved by the county board. (Policy 2510)**

The Team could not determine that the mini-courses and exploratory courses had written goals and objectives and that they were approved by the Hardy County Board of Education as required by West Virginia Board of Education Policy 2510.

FOLLOW-UP REVIEW

COMPLIANCE.

5.1.14. Multicultural education. Multicultural education is taught at each programmatic level, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

The Team determined through interviews and observations that some multicultural education activities were conducted; however, a schoolwide multicultural plan or curriculum had not been developed to provide a scope and sequence to teaching multicultural education at each programmatic level and assure that all components specified by Policy 2421 are presented.

FOLLOW-UP REVIEW

COMPLIANCE.

5.2 Student and School Performance

5.2.4 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. (Policy 2510; Policy 5310)

The Team observed that most teachers' lesson plans had been reviewed one time since the beginning of school. When asked during an interview, the principal indicated that since an assistant principal was not employed at the school adequate time was not available to review and comment on teachers' lesson plans and that lesson plans were checked occasionally.

FOLLOW-UP REVIEW

COMPLIANCE.

5.2.6. Student Assistance Team. A Student Assistance Team is established and functioning, and meeting the responsibilities outlined in Policy 2510. (Policy 2510)

A Student Assistance Team (SAT) was in place; however, follow-up logs were not available to show that follow-up meetings had been held to determine the students' progress. The counselor, when asked during an interview, indicated that the SAT was loosely organized with few regular members. The Team could not determine that the principal participated in SAT meetings. The Team determined through teacher interviews that not all teachers were familiar with the SAT process. Some special needs students were referred to the SAT rather than the Individualized Education Program (IEP) committee. Some students performing in the 1st quartile had not been referred to the SAT. These students should be referred immediately and appropriate interventions applied that are designed to improve student performance.

FOLLOW-UP REVIEW

COMPLIANCE.

5.10 Professional Development and Evaluation

- 5.10.1. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-1-12; Policy 5310; Policy 5314)

A review of the teachers' evaluation records indicated that most teachers had not been observed or evaluated as required by West Virginia Board of Education Policy 5310. The principal indicated during an interview of not having sufficient time to complete teacher observations and interviews because an assistant principal was not assigned to the school. In addition, the Team determined that the principal's established evaluation goals were not developed until October 20, 2002, and according to the principal, a mid-year progress conference with the superintendent had not been held as required by Policy 5310. The principal did not have an organized portfolio related to the established evaluation goals.

FOLLOW-UP REVIEW

COMPLIANCE.

5.11 Safe, Drug Free, Violence Free, and Disciplined Schools

- 5.11.1. School rules, procedures, and expectations.** School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510)

The Team observed students pushing and shoving each other in the hall during class change. Students were shouting and student passage was disorderly. Students indicated during interviews that fighting and bullying were serious problems and that disciplinary consequences were inconsistent. Students indicated a need for stricter enforcement of the discipline plan and teacher supervision during lunch and during class change.

FOLLOW-UP REVIEW

COMPLIANCE.

RECOMMENDATIONS

- 5.1.5. Learning environment.** The Team observed black heal marks on the walls throughout the building. The Team recommended that the walls be painted and that teachers and staff supervise and direct the students during class change and during the lunch period. The Team also recommended that the staff reteach the behavior expectations of the Responsible Students Program to all students and that students who exhibit chronic behavior problems be referred to the Student Assistance Team (SAT).

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED

- 5.1.6. Instructional strategies.** The Team did not observe a variety of instructional strategies in some classes. The Team observed classes that did not start promptly and maximize

instructional time. Lecture, and workbooks seemed to be the predominant methods of instruction. The Team recommended that staff development on instructional strategies be provided and implemented and the principal observe classroom instruction and review planning to ensure that a variety of instructional strategies are used.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED

5.12.1. Leadership. The Team recommended that the principal and staff review the mission of the school to assure that teaching and learning are priorities. The Team also recommended that the discipline procedures be reviewed and revised to establish a positive learning environment where students feel safe and secure. The principal, Local School Improvement Council, Faculty Senate, and Curriculum Team should become proactive to assure that the mission and goals are accomplished and that a positive school atmosphere is established.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED

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 Team assessed as requiring more efficient application.

The indicators of efficiency listed are intended to guide East Hardy Early/Middle School in providing a thorough and efficient system of education. Indicators of Efficiency shall not be used to affect the approval status of Hardy County or the accreditation status of the schools.

6.1.4. Administrative practices. The Team determined that West Virginia Board of Education Policy 2510, *Assuring Quality Education*; Policy 4373, *Student Code of Conduct*; and Policy 5310, *Performance Evaluation of School Personnel*, were not being fully implemented. Lesson plans were not being reviewed, the Student Assistance Team (SAT) was not functioning effectively, student discipline referrals required much of the principal's time, and evaluations were not being completed. West Virginia Board of Education policies must be fully implemented to ensure that a thorough and efficient education is being provided at East Hardy Early/Middle School.

FOLLOW-UP CONCLUSION

The Follow-up Team determined that all the identified noncompliances had been corrected and all recommendations had been followed. The newly appointed principal and assistant principal were instrumental in correcting the deficiencies and providing effective leadership for school improvement.

SCHOOL DISTRICT APPROVAL & SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Hardy County School District and continue the **Seriously Impaired** status of East Hardy Early/Middle School.