



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MOUNTAINEER MIDDLE SCHOOL**

**HARRISON COUNTY SCHOOL SYSTEM**

**MAY 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of Mountaineer Middle School in Harrison County was conducted December 9, 2010.

A Follow-up Education Performance Audit of Mountaineer Middle School was conducted March 7, 2012. 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.”

## EDUCATION PERFORMANCE AUDIT TEAM

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

### TEAM MEMBERS

Name	Title	School/County
Stephen Higgins	Closing the Achievement Gap (CAG) Liaison	Marion County Schools

## SCHOOL PERFORMANCE

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

### 33 HARRISON COUNTY

Susan Lee Collins, Superintendent

### 309 MOUNTAINEER MIDDLE SCHOOL – Needs Improvement

John Rogers, Principal

Grades 06 - 08

Enrollment 492 (2<sup>nd</sup> month 2008-2009 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	456	493	483	97.97	48.65	Yes	Confidence Interval	✓
White	436	467	458	98.07	48.00	Yes	Confidence Interval	✓
Black	15	21	20	95.23	50.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	77	89	83	93.25	16.90	By Average	No	✗
Low SES	290	317	308	97.16	41.63	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	456	493	487	98.78	66.44	Yes	Yes	✓
White	436	467	461	98.71	66.51	Yes	Yes	✓
Black	15	21	21	100.00	53.33	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	77	89	84	94.38	13.88	By Average	No	✗
Low SES	290	317	311	98.10	58.45	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 96.9%**

**33 HARRISON COUNTY**  
Susan Lee Collins, Superintendent  
**309 MOUNTAINEER MIDDLE SCHOOL – Needs Improvement**  
John Rogers, Principal  
Grades 06 - 08  
Enrollment 470 (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	448	471	464	98.51	36.79	Yes	Yes	✓
White	425	448	441	98.43	36.90	Yes	Yes	✓
Black	16	16	16	100.00	18.75	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	78	84	81	96.42	15.78	Yes	Safe Harbors	✓
Low SES	275	293	286	97.61	27.77	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	448	471	463	98.30	44.46	Yes	Yes	✓
White	425	448	440	98.21	45.00	Yes	Yes	✓
Black	16	16	16	100.00	18.75	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	78	84	79	94.04	10.66	By Average	No	✗
Low SES	275	293	285	97.26	37.03	Yes	Yes	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 97.1%**

**33 HARRISON COUNTY**  
Susan Lee Collins, Superintendent  
**309 MOUNTAINEER MIDDLE SCHOOL – Needs Improvement**

John Rogers, Principal  
Grades 06 - 08  
Enrollment 473 (2<sup>nd</sup> month 2010-2011 enrollment report)

**WESTEST 2010-2011**

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	448	474	470	99.15	36.99	Yes	No	X
White	419	444	441	99.32	38.36	Yes	No	X
Black	19	19	19	100.00	10.52	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	87	92	92	100.00	9.19	Yes	No	X
Low SES	287	306	304	99.34	29.37	Yes	No	X
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	448	474	470	99.15	56.72	Yes	Yes	✓
White	419	444	441	99.32	57.55	Yes	Yes	✓
Black	19	19	19	100.00	47.36	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	87	92	92	100.00	20.68	Yes	Safe Harbors	✓
Low SES	287	306	304	99.34	49.30	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Attendance Rate = 98.1%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Mountaineer Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in reading/language arts for two consecutive years. Mountaineer Middle School achieved AYP in the SE subgroup in mathematics by safe harbors and in the economically disadvantaged (SES) subgroup in mathematics 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 and novice in both mathematics and reading: Grade 6 – 62.00 percent in mathematics and 53.33 percent in reading; Grade 7 – 55.47 percent in mathematics and 62.04 percent in reading; Grade 8 – 71.15 percent in mathematics and 51.92 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 Mountaineer Middle School performed within the point range (504 – 422) for full accreditation status.

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

1. Project Based Learning.
2. Study Island.
3. West Virginia Writes.
4. Acuity.
5. Wellness Program “Let’s Get Fit”.
6. Personal Finance Education.

7. West Virginia State Reading Association Conference.
8. Publisher 2007.
9. Managing Attention Deficit Hyperactivity Disorders.
10. West Virginia Council for Exceptional Children.

### **FOLLOW-UP REVIEW**

**ACHIEVED STANDARD.** Mountaineer Middle School achieved the Annual Performance Measures for Accountability (AYP) requirements as set forth by the federal No Child Left Behind (NCLB) Act. This is the 1<sup>st</sup> year that Mountaineer Middle School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Mountaineer Middle School failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), the special education (SE), and the economically disadvantaged (SES) subgroups in mathematics. Although not large enough to constitute a subgroup for accountability the racial/ethnicity black (B) subgroup needs attention and plans for improved performance.

Mountaineer Middle School improved minimally in student percent proficient in mathematics in the all students (AS), racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups and declined substantially in the racial/ethnicity black (B) and special education (SE) subgroups. The reading/language arts percent proficient increased substantially in all subgroups.

Changes in the percent proficient from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 follow:

**Mathematics:** AS (+0.20 percent), W (+1.46 percent), B (-8.23 percent), SE (-6.59 percent), and SES (+1.60 percent).

**Reading/language arts:** AS (+12.26 percent), W (+12.55 percent), B (+28.61 percent), SE (+10.02 percent), and SES (+12.27 percent).

## 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)**

Four of the six reading/language arts classes observed were providing instruction at a Depth of Knowledge level of 1 or 2. Basic recall questioning techniques was the predominant instructional method that the Team observed. Instruction in these classes was not challenging and interesting.

The WESTEST2 2010 percent proficient in reading/language arts in addition to the Team's classroom observations showed that more effective teaching strategies needed to be extended to application of knowledge.

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	448	163	285
White	425	155	270
Black	16	3	13
Special Education	78	12	66
SES	275	75	200

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	448	197	251
White	425	189	236
Black	16	3	13
Special Education	78	8	70
SES	275	100	75



### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Extensive work was done to increase student achievement in reading/language arts and the WESTEST2 data indicated great success. High quality staff development was put into place and the administrators monitored the implementation of this staff development. All teachers kept students on task with high quality instruction and challenged students to do their best on all assignments. However, the mathematics WESTEST2 data showed minimal improvement in percent proficient.

**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)**

During Team observation of three collaborative classrooms, two of the special educators were not leading instruction. In these classes the special educator acted more in the role of an aide. The Team observed excellent collaboration in one setting. In four self-contained special education classrooms, instruction was teacher led and whole group. There was no differentiation in these classes for the individual students' needs. The low student percent proficient in the special education subgroup in both mathematics and reading/language arts for the past two years indicated that instruction must be altered to give attention to individual students rather than whole group instruction.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Collaborative classes were effective and the general educator and special educator were actively teaching all students. A variety of instructional strategies was being used in the self-contained special education classrooms and all students were on task and involved in high quality and interesting activities.

**7.1.7. 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)**

While the Team observed numerous teachers using technology, very few students were seen using any form of technology. Teacher and student interviews also indicated that student technology use was severely lacking.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Mountaineer Middle School had an abundance of technology, which teachers and students were using. The computer laboratories were utilized extensively and students reported that they have numerous opportunities to use technology weekly.

## 7.6. Personnel

- 7.6.3. 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-2-12; Policy 5310; Policy 5314)

One observation was conducted October 28, 2010, the evaluator signed the observation form November 4, 2010 and the teacher signed the form November 8, 2010. West Virginia Board of Education Policy 5310, *Performance Evaluation of School Personnel*, Section 9.5 Post observation conference states, "After each thirty (30) minute observation of the teacher the supervisor shall conduct a post observation conference with the teacher within five (5) working days. At that time a signed copy of the observation form shall be given to the teacher." All observations must be signed within five working days of the observation.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** All observations and evaluations were completed and met the requirements of West Virginia Board of Education Policy 5310.

## **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 Mountaineer Middle School in providing a thorough and efficient system of education. Harrison 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 Harrison 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.**

This was the first year for the principal at Mountaineer Middle School. While the Team had serious concerns about the rigor of the instruction in the reading/language arts classes and the instruction that the special education students were receiving, the principal demonstrated knowledge of the school's needs and issues and had a clear vision for the direction of the school. It is imperative that the Harrison County central office staff provide the school continued support in strengthening the curriculum.

### **FOLLOW-UP CONCLUSION**

**The principal provided high quality leadership and the teachers were working to meet the students' needs. Substantial gains in students achieving mastery were made in reading/language arts. Mathematics scores remained stagnant; however, the school had just implemented Carnegie Mathematics to address student achievement in mathematics. The principal and teachers were confident that the Carnegie Mathematics program and emphasis on mathematics will lead to improved student achievement on the 2012 WESTEST2 assessment.**

## **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 Mountaineer 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.**

While the principal exhibited a high level of knowledge and ability and the Team believed that he possessed the capacity to lead school improvement, it is imperative that Harrison County Central Office, RESA 7, The West Virginia Center for Professional Development, and the West Virginia Department of Education provide assistance to the school.

The Team recommended that the Harrison County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

### **FOLLOW-UP CONCLUSION**

**Mountaineer Middle School received assistance from the Harrison County Central Office, RESA 7, and the West Virginia Department of Education. The school administrators were knowledgeable of the school and student needs and efforts specific to the identified academic weakness were in place.**

**Harrison County and the school staff must remain steadfast on targeting resources strategically to the teaching and learning process and continue improving the student and school achievement in reading/language arts. The capacity for improved achievement in mathematics was not realized; however, the new program and strategic attention to instruction in mathematics should lead to improved school and student percent proficient on the 2012 WESTEST2. The school and county are compelled to develop the capacity to increase mathematics assessment results.**

## 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.

- 19.1.5. Library/media and technology center.** Copying equipment was not provided.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln. The physical education facility did not have a display case or data projector or 50 inch screen monitor.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have a first aid kit.
- 19.1.12. Grades 7-12 auditorium/stage.** A middle school auditorium of adequate size was not provided and was not located to have convenient access to language arts and music instructional area and close to seating.

**19.1.15. Health service units.** A toilet, lavatory, medicine chest, work counter, and refrigerator with locked storage were not available.

### **FOLLOW-UP CONCLUSION**

Facility resource needs remained as previously identified except for the following.

**19.1.5. Copying equipment was provided.**

**19.1.10. The physical education facility had a display case, data projector, and 50 inch screen monitor.**

**19.1.11. All science facilities had a first aid kit.**

**19.1.15. The health service unit had a medicine chest.**

## **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 principal must ensure that all students are challenged in all classes and that teachers identify gaps in student learning to develop a strategy to correct the gaps and strengthen student understanding.

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

### **FOLLOW-UP TEAM SUMMARY**

**The principal and teachers invested extensive time and effort to ensure that all students were challenged through high quality instruction. All educators were knowledgeable of the school's data analysis and knew the areas of weakness and were working to improve student mastery of the West Virginia 21st Century content standards and objectives (CSOs). Mountaineer Middle School is strongly urged to continue the efforts that greatly increased the reading/language arts WESTEST2 percent proficient and apply similar efforts to increase the mathematics and other areas tested on the WESTEST2.**

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
33-309 Mountaineer 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 Mountaineer Middle School.