



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MOUNTAINEER MIDDLE SCHOOL**

**HARRISON COUNTY SCHOOL SYSTEM**

**FEBRUARY 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

## Table of Contents

	Page
Introduction .....	2
Education Performance Audit Team .....	2
School Performance .....	3
Annual Performance Measures for Accountability .....	6
Education Performance Audit.....	7
Initiatives for Achieving Adequate Yearly Progress .....	7
High Quality Standards .....	7
Indicators of Efficiency .....	10
Building Capacity to Correct Deficiencies.....	11
Identification of Resource Needs .....	12
Early Detection and Intervention .....	13
Education Performance Audit Summary .....	14

## INTRODUCTION

An announced Education Performance Audit of Mountaineer Middle School in Harrison County was conducted December 9, 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 decline in achievement and the subgroup that failed to achieve adequate yearly progress (AYP).

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Edwina Howard-Jack, Coordinator, Office of Instruction

West Virginia Department of Education Team Leader and Technology – Karen Karr, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Shelly Stalnaker, Coordinator, Office of Healthy Schools

## TEAM MEMBERS

Name	Title	School/County
Dr. William E. Chapman	Elementary School Principal	Spencer Elementary School Roane County
Ernest J. Jarvis	Middle School Principal	Summersville Junior High School Nicholas County
Joe A. Starcher	Director	Brooke High School Brooke County
Ronald E. Stephens	High School Principal	Musselman High School Berkeley County

### 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%**

MOUNTAINEER 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
06	157	150	157	150	100.00	29.33	32.67	19.33	17.33	1.33	38.00
07	147	137	146	137	99.32	37.23	18.25	32.12	9.49	2.92	44.53
08	167	161	161	156	96.41	39.10	32.05	16.03	10.90	1.92	28.85

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	157	150	157	150	100.00	22.00	31.33	22.67	21.33	2.67	46.67
07	147	137	145	137	98.64	27.74	34.31	24.09	12.41	1.46	37.96
08	167	161	161	156	96.41	25.00	26.92	30.13	14.74	3.21	48.08

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

## 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.

## **EDUCATION PERFORMANCE AUDIT**

### **INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS**

**The Education Performance Audit Team reported that Mountaineer Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.**

- 7.1.3. Learning environment.** The students' behavior throughout the Team visit was exceptional. Respect between teachers and students was evident and student discipline procedures and the Positive Behavior Support (PBS) program were spoken of highly by staff. The facility was well kept and tidy. The overall feel of the building was positive and a great deal of school pride was evident.

## **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 predominate 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).

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

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

**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.

**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.

**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.

## 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.

### **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.

## 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.

### **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.

## **Education Performance Audit Summary**

The Team identified four high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.
- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.6.3. Evaluation.

The Team presented one commendation (7.1.3. Learning environment), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Mountaineer 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 Mountaineer 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 Mountaineer Middle School and Harrison County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.