



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**CHARLES TOWN MIDDLE SCHOOL**

**JEFFERSON COUNTY SCHOOL SYSTEM**

**AUGUST 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of Charles Town Middle School in Jefferson County was conducted April 7, 2011.

A Follow-up Education Performance Audit of Charles Town Middle School was conducted April 24, 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

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Kenneth L. Pack, III	Administrative Assistant	Berkeley County Schools
Sheena R. VanMeter	Elementary School Assistant Principal	Moorefield Elementary School Hardy County Schools

## SCHOOL PERFORMANCE

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

### 37 JEFFERSON COUNTY

Susan Wall, Superintendent

### 401 CHARLES TOWN MIDDLE SCHOOL – Needs Improvement

Charles Hampton, Principal

Grades 06 - 08

Enrollment 599 (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	564	602	600	99.66	57.19	Yes	Yes	✓
White	445	474	473	99.78	61.48	Yes	Yes	✓
Black	72	77	76	98.70	37.50	Yes	Confidence Interval	✓
Hispanic	40	44	44	100.00	45.00	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	80	87	86	98.85	20.25	Yes	No	✗
Low SES	164	181	181	100.00	40.85	Yes	Confidence Interval	✓
LEP	21	23	23	100.00	38.09	NA	NA	NA
<b>Reading/Language Arts</b>								
All	564	602	600	99.66	71.22	Yes	Yes	✓
White	445	474	473	99.78	74.77	Yes	Yes	✓
Black	72	77	76	98.70	56.94	Yes	Yes	✓
Hispanic	40	44	44	100.00	62.50	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	80	87	86	98.85	35.44	Yes	No	✗
Low SES	164	181	181	100.00	60.97	Yes	Yes	✓
LEP	21	23	23	100.00	71.42	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 97.8%**

**37 JEFFERSON COUNTY**

Susan Wall, Superintendent

**401 CHARLES TOWN MIDDLE SCHOOL – Needs Improvement**

Charles Hampton, Principal

Grades 06 - 08

Enrollment 636 (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	597	627	626	99.84	47.48	Yes	Yes	✓
White	481	501	500	99.80	51.45	Yes	Yes	✓
Black	63	65	65	100.00	25.39	Yes	Confidence Interval	✓
Hispanic	45	52	52	100.00	33.33	Yes	NA	✓
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	79	86	85	98.83	14.10	Yes	No	✗
Low SES	192	208	207	99.51	29.31	Yes	Confidence Interval	✓
LEP	27	34	34	100.00	37.03	NA	NA	NA
<b>Reading/Language Arts</b>								
All	597	627	627	100.00	50.41	Yes	Yes	✓
White	481	501	501	100.00	53.22	Yes	Yes	✓
Black	63	65	65	100.00	33.33	Yes	Confidence Interval	✓
Hispanic	45	52	52	100.00	40.00	Yes	NA	✓
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	79	86	86	100.00	12.65	Yes	No	✗
Low SES	192	208	208	100.00	34.89	Yes	Confidence Interval	✓
LEP	27	34	34	100.00	44.44	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 98.6%**

**37 JEFFERSON COUNTY**  
Susan Wall, Superintendent  
**401 CHARLES TOWN MIDDLE SCHOOL – Needs Improvement**  
Charles Hampton, Principal  
Grades 06 - 08  
Enrollment 592 (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	561	595	589	98.99	52.06	Yes	Yes	✓
White	462	486	482	99.17	55.11	Yes	Yes	✓
Black	41	46	45	97.82	24.39	NA	NA	NA
Hispanic	46	48	47	97.91	35.55	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	65	68	65	95.58	9.67	Yes	No	✗
Low SES	152	171	168	98.24	30.20	Yes	No	✗
LEP	28	33	33	100.00	25.00	NA	NA	NA
<b>Reading/Language Arts</b>								
All	561	595	590	99.15	54.65	Yes	Yes	✓
White	462	486	482	99.17	57.08	Yes	Yes	✓
Black	41	46	45	97.82	31.70	NA	NA	NA
Hispanic	46	48	48	100.00	43.47	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	65	68	67	98.52	10.93	Yes	No	✗
Low SES	152	171	169	98.83	34.66	Yes	No	✗
LEP	28	33	33	100.00	32.14	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 98.6%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Charles Town Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup for two consecutive years in mathematics and reading/language arts. Charles Town Middle School achieved AYP in the racial/ethnicity black (B) and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval. Although not large enough to constitute subgroups for AYP, the racial/ethnicity Hispanic (H) and limited English proficient (LEP) subgroups need attention and plans for improved performance. The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient 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 – 44.39 percent in mathematics and 43.72 percent in reading; Grade 7 – 48.50 percent in mathematics and 52.10 percent in reading; Grade 8 – 63.72 percent in mathematics and 53.49 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 Charles Town Middle School performed within the point range (502-422) for full accreditation status.

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

1. Policies and Procedures.
2. Harassment/Multicultural.
3. Co-teaching.
4. Project Based Learning.

5. Instructional Practices Inventory.
6. Teacher Leadership Institute.
7. Curriculum Mapping.

### **FOLLOW-UP REVIEW**

**ACHIEVED STANDARD.** Charles Town Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts for two consecutive years. Charles Town Middle School failed to achieve AYP in the economically disadvantaged (SES) subgroup for the 2010-2011 school year in mathematics and reading/language arts. Although not large enough to constitute a subgroup for accountability the racial/ethnicity black (B), the racial/ethnicity Hispanic (H), and the limited English proficiency (LEP) subgroups need attention and plans for improved performance.

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 Charles Town Middle School performed within the point range (504-422) for full accreditation status.

Charles Town Middle School improved modestly in student percent proficient in mathematics in the all students (AS), racial/ethnicity white (W), racial/ethnicity Hispanic (H), and economically disadvantaged (SES) subgroups but declined in the racial/ethnicity black (B), special education (SE), and limited English proficiency (LEP) subgroups. Student proficiency in reading/language arts improved modestly in the AS, W, and H subgroups and declined in the B, SE, SES, and LEP subgroups.

**Changes from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 follow.**

**Mathematics**

**AS (+4.58 percent)**  
**W (+3.66 percent)**  
**B (-1.00 percent)**  
**H (+2.22 percent)**  
**SE (-4.43 percent)**  
**SES (+0.89 percent)**  
**LEP (-12.03 percent)**

**Reading/language arts**

**AS (+4.24 percent)**  
**W (+3.86 percent)**  
**B (-1.63 percent)**  
**H (+3.47 percent)**  
**SE (-1.72 percent)**  
**SES (-0.23 percent)**  
**LEP (-12.30 percent)**



## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

#### 7.1. Curriculum

**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)

One science teacher did not vary instructional strategies, did not have adequate lesson plans (plans were very sketchy and written on cardboard), and did not keep students on task. Expectations in this classroom were low and students reported minimal challenging assignments.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The teacher noted in the original Education Performance Audit was no longer teaching at the school. All other teachers employed a variety of instructional strategies, maintained complete lesson plans, and exhibited high expectations for all students.

#### 7.2. Student and School Performance

**7.2.2. Counseling services.** Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

Neither of the two guidance counselors were meeting with students at least 75 percent of the time. According to the counselors, administrative duties such as testing preparation were the reasons for the low percentage of direct student counseling services.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The Team interviewed the counselors and administrator and reviewed counseling logs and verified that the two guidance counselors exceeded the 75 percent of the work day in a direct student counseling relationship.

## 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)

Two teacher observations were not signed within the five day requirement. One teacher's evaluation did not have a signature or date on the evaluation.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** All teacher observations and evaluations were complete and signed within the required timelines.

## **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 Charles Town Middle School in providing a thorough and efficient system of education. Jefferson 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 Jefferson 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.**

Through principal and teacher interviews the Team found a clear and concise plan in place to increase student achievement. The principal had overseen the implementation of high quality staff development in curriculum and was closely monitoring this process. The teachers were implementing teaching practices that kept all students on task and interested in the subject matter. The Team believed that student achievement will increase due to these actions.

### **FOLLOW-UP CONCLUSION**

**Charles Town Middle School emphasized instructional strategies, data analysis, and high expectations. All staff members were aware of the needs of the students based on the WESTEST2 assessment results and other informal data and were targeting the areas of weakness to increase student achievement. The all students (AS) subgroup showed increases in the percent proficient in both mathematics and reading/language arts.**

**The limited English proficiency (LEP) subgroup was a concern because of the decline in the percent proficient (12.03 percent in mathematics) and (12.30 percent in reading/language arts). Steps needed to be put into place to improve student achievement in the LEP subgroup.**

## **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 Charles Town 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 classroom observations, review of the Five-Year Strategic Plan, and teacher and principal interviews by the Team indicated that the principal and staff had the potential and willingness to develop the capacity to correct the deficiencies found at the school.

The Office of School Improvement will be contacting the school regarding the necessary revisions and providing assistance through the West Virginia Department of Education State System of Support.

### **FOLLOW-UP CONCLUSION**

**Charles Town Middle School demonstrated the capacity to correct the deficiencies found in the original Education Performance Audit and student achievement improved in the all students (AS), racial/ethnicity white (W), racial/ethnicity Hispanic (H), and economically disadvantaged (SES) subgroups in mathematics and in the AS and W subgroups in reading/language arts. However, achievement declined in the racial/ethnicity black (B), special education (SE), and limited English proficiency (LEP) subgroups in mathematics and reading/language arts and in the H and SES subgroups in reading/language arts. The school will need to continue to develop the capacity to increase student 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.

- 19.1.1. School location.** The school site was not well landscaped.
- 19.1.10. Specialized instructional areas.** The physical education facility did not have a drinking fountain.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not of adequate size and did not have a sink, hot and cold water, gas, AC and DC current, compressed air, a ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency shower, or main gas shut-off.
- 19.1.12. Grades 7-12 auditorium/stage.** An auditorium/stage was not available.
- 19.1.14. Food service.** A teachers' dining area of adequate size and a locker/dressing room were not available.

**19.1.15. Health service units.** A health service unit of adequate size was not available.

### **FOLLOW-UP CONCLUSION**

All facility resource needs had been corrected except for 19.1.11.

**19.1.11. Grade 6-12 science facilities.** All science facilities were not of adequate size and did not have a sink, hot and cold water, gas, compressed air, or main gas shut-off.

## **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 administration and staff of Charles Town Middle School had investigated the problem of declining student achievement and had taken steps to correct this issue. High quality staff development, excellent teaching strategies, and classroom management were in place and the Team believed that student achievement will reflect the staff's efforts.

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

**The areas of high expectations, varied instructional strategies, classroom management, and high expectations continued to be focal points of the staff. All staff were working diligently to increase student achievement and provide a learning environment conducive to the educational process. Student achievement still lagged in the minority subgroups.**

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
37-401 Charles Town Middle	Full Accreditation			

### Education Performance Audit Summary

The Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education continue the Full Accreditation status of Charles Town Middle School.