



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

CHARLES TOWN MIDDLE SCHOOL

JEFFERSON COUNTY SCHOOL SYSTEM

JULY 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Charles Town Middle School in Jefferson County was conducted April 7, 2011. 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 does not meet standards 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.

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 declining student 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 and Technology – Brenda Morris,
Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Dennis J. Albright	Superintendent	Braxton County Schools
Ann M. Downs	Middle School Principal	Capon Bridge Middle School Hampshire County
Jeffrey A. Meadows	Middle School Principal	South Middle School Monongalia County
Jack L. Reger	Title I Director	Barbour County Schools
Thomas M. Wood	General Supervisor	Marshall 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 (2nd 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
Mathematics								
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
Reading/Language Arts								
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 (2nd 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
Mathematics								
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
Reading/Language Arts								
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%**

CHARLES TOWN 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	225	215	224	214	99.56	17.76	26.64	29.91	19.16	6.54	55.61
07	175	167	175	167	100.00	29.94	18.56	22.75	20.96	7.78	51.50
08	227	215	227	215	100.00	38.60	25.12	18.14	14.42	3.72	36.28

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	225	215	225	215	100.00	20.47	23.26	28.84	18.14	9.30	56.28
07	175	167	175	167	100.00	19.76	32.34	19.16	19.76	8.98	47.90
08	227	215	227	215	100.00	20.00	33.49	24.19	14.42	7.91	46.51

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

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	597	283	313
White	481	247	233
Black	63	16	47
Hispanic	45	15	30
Special Education	79	11	67
SES	192	56	135
LEP	27	10	17

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	597	301	296
White	481	256	225
Black	63	21	42
Hispanic	45	18	27
Special Education	79	10	69
SES	192	67	125
LEP	27	12	15

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.8.1. Leadership.** The principal was highly organized and provided high quality leadership for the teachers and students. It was evident that the principal utilized student data and stressed that all curricular decisions be based on data. The principal monitored classroom curriculum and provided research-based staff development for the teachers and monitored its implementation.

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.

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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

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

- 7.1.5. Instructional strategies** (one teacher did not vary instructional strategies, lesson plans were inadequate, students not on task, minimal challenging assignments).
- 7.2.2. Counseling services** (counselors not meeting 75 percent student counseling; administrative duties reasons for low percent student counseling).
- 7.6.3. Evaluation** (two observations not signed within five-day requirement; one did not have a signature or date).

The Team presented one commendation (7.8.1. Leadership – Curricular decisions based on data. Monitored classroom curriculum and provided research-based staff development), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Charles Town 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 Charles Town 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 Charles Town Middle School and Jefferson 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.