



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WILDWOOD MIDDLE SCHOOL

JEFFERSON COUNTY SCHOOL SYSTEM

AUGUST 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Wildwood Middle School in Jefferson County was conducted April 5, 2011.

A Follow-up Education Performance Audit of Wildwood 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

Name	Title	School/County
Dr. Theodora Cox	Education Consultant	Preston County
Kevin L. McBee	Elementary School Principal	Gerrardstown Elementary School Berkeley County
Lewis A. Mullenax	Intermediate School Principal	Mountain Ridge Intermediate School Berkeley County

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

404 WILDWOOD MIDDLE SCHOOL – New School

Paul Brown, Principal

Grades 06 - 08

Enrollment 454 (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	414	447	444	99.32	56.65	NA	NA	NA
White	321	351	348	99.14	60.31	NA	NA	NA
Black	63	65	65	100.00	42.85	NA	NA	NA
Hispanic	26	27	27	100.00	38.46	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	60	65	64	98.46	22.03	NA	NA	NA
Low SES	140	160	159	99.37	42.14	NA	NA	NA
LEP	17	17	17	100.00	35.29	NA	NA	NA
Reading/Language Arts								
All	414	447	444	99.32	70.14	NA	NA	NA
White	321	351	348	99.14	73.98	NA	NA	NA
Black	63	65	65	100.00	60.31	NA	NA	NA
Hispanic	26	27	27	100.00	42.30	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	60	65	63	96.92	24.13	NA	NA	NA
Low SES	140	160	159	99.37	51.79	NA	NA	NA
LEP	17	17	17	100.00	47.05	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

37 JEFFERSON COUNTY
Susan Wall, Superintendent
404 WILDWOOD MIDDLE SCHOOL – Needs Improvement
Paul Brown, Principal
Grades 06 - 08
Enrollment 480 (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	447	480	474	98.75	46.15	Yes	Yes	✓
White	351	373	369	98.92	49.13	Yes	Yes	✓
Black	62	68	68	100.00	32.25	Yes	Confidence Interval	✓
Hispanic	25	27	26	96.29	33.33	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	62	65	65	100.00	19.35	Yes	Confidence Interval	✓
Low SES	162	182	179	98.35	30.81	Yes	Confidence Interval	✓
LEP	12	17	16	94.11	45.45	NA	NA	NA
Reading/Language Arts								
All	447	480	472	98.33	46.81	Yes	Yes	✓
White	351	373	368	98.65	50.00	Yes	Yes	✓
Black	62	68	67	98.52	27.41	Yes	Confidence Interval	✓
Hispanic	25	27	26	96.29	41.66	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	62	65	64	98.46	11.47	Yes	No	✗
Low SES	162	182	177	97.25	27.38	Yes	Confidence Interval	✓
LEP	12	17	16	94.11	36.36	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.0%

37 JEFFERSON COUNTY
Susan Wall, Superintendent
404 WILDWOOD MIDDLE SCHOOL – Needs Improvement
Paul Brown, Principal
Grades 06 - 08
Enrollment 577 (2nd 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
Mathematics								
All	540	576	569	98.78	43.47	Yes	Confidence Interval - Averaging	✓
White	422	439	433	98.63	49.28	Yes	Confidence Interval	✓
Black	71	78	77	98.71	19.71	Yes	No	✗
Hispanic	32	40	40	100.00	21.87	NA	NA	NA
Asian	10	12	12	100.00	30.00	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	72	78	73	93.58	11.59	By Average	No	✗
Low SES	198	218	216	99.08	33.33	Yes	No	✗
LEP	18	26	26	100.00	16.66	NA	NA	NA
Reading/Language Arts								
All	540	576	569	98.78	53.73	Yes	Yes	✓
White	422	439	433	98.63	59.33	Yes	Yes	✓
Black	71	78	77	98.71	23.94	Yes	No	✗
Hispanic	32	40	40	100.00	46.87	NA	NA	NA
Asian	10	12	12	100.00	70.00	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	72	78	73	93.58	14.49	By Average	No	✗
Low SES	198	218	216	99.08	31.81	Yes	No	✗
LEP	18	26	26	100.00	50.00	NA	NA	NA

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

Passed
Attendance Rate = 98.3%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

This is the 1st year that Wildwood Middle School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Wildwood Middle School failed to achieve AYP in the special education (SE) subgroup in reading/language arts. Wildwood Middle School achieved AYP in the racial/ethnicity black (B) and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts and in the SE subgroup in mathematics only by application of the confidence interval. Although not large enough to constitute a subgroup for accountability the limited English proficiency (LEP) subgroup and the Hispanic (H) subgroup in mathematics and reading/language 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 – 52.53 percent in mathematics and 54.78 percent in reading; Grade 7 – 45.51 percent in mathematics and 49.36 percent in reading; Grade 8 – 65.62 percent in mathematics and 55.91 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Policies and Procedures.
2. Multicultural Plans.
3. Harassment.
4. TechSteps.
5. Crisis Training.
6. Go Global.
7. Writing Across the Curriculum.
8. Data Discussions.
9. School Based Vertical Teaming.
10. Wilson Reading Training.
11. Math Navigator.
12. Response to Intervention.

FOLLOW-UP REVIEW

ACHIEVED STANDARD. Wildwood Middle School failed to achieve adequate yearly progress (AYP) for two consecutive years in the special education (SES) subgroup in reading/language arts. Wildwood Middle School failed to achieve AYP for the 2010-2011 school year in the racial/ethnicity black (B), the special education (SE), and the SES

subgroups in mathematics and in the B and SES subgroups in reading/language arts. Wildwood Middle School achieved AYP in the all students (AS) and racial/ethnicity white (W) subgroups in mathematics only by application of the confidence interval and/or averaging. Although not large enough to constitute a subgroup for accountability, the racial/ethnicity Hispanic (H) and Asian (A) and the limited English proficiency (LEP) subgroups in mathematics 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 Wildwood Middle School performed within the point range (504-422) for full accreditation status.

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

Mathematics

- AS (-2.68 percent)
- W (+0.15 percent)
- B (-12.54 percent)
- H (-11.46 percent)
- SE (-7.76 percent)
- SES (+2.52 percent)
- (LEP) (-28.79 percent)

Reading/language arts

- AS (+6.92 percent)
- W (+9.33 percent)
- B (-3.47 percent)
- H (+5.21 percent)
- SE (+3.02 percent)
- SES (+4.43 percent)
- LEP (+13.64 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)**

Instructional strategies in one fourth of the classes observed did not keep all students on task and challenged. Curriculum was not challenging in those classes. Depth of Knowledge (DOK) was at Level 1 or Level 2.

Students were being used as office aides. The Team observed that the office aides were disengaged from any educational activities for the entire period. West Virginia 21st Century content standards and objectives (CSOs) were not being addressed in any manner in these classes. Additionally, middle level students benefit from active participation in core and non-core classes as listed in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs*.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed students on task, completing writing assignments, participating in discussions, and completing group activities. Teachers were using a variety of instructional strategies, including:

- Using computers, overhead projectors, smartboards, and calculators.
- Reviewing previous lessons and vocabulary.
- Leading open discussions.
- Writing lesson objectives on the board.
- Pairing students for problem solving.

The school no longer had student office aides.

- 7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

Science was not being instructed with 50 percent minimum active inquiry, investigation, and experimentation in the Grade 7 science classroom. The teacher stated that the level was approximately 30 percent, with no reason given for not meeting the 50 percent level. West Virginia Board of Education Policy 2520.3 – 21st Century Science K-8 Content Standard and Objectives for

West Virginia Schools, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.”

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed science classes, reviewed lesson plans, and interviewed science teachers and found that students were instructed with a minimum of 50 percent active inquiry, investigation, and hands on activities. The school was provided a multitude of materials for laboratory investigations. Students performed mini-labs daily and experienced real life field trips twice a year for science projects.

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)

Technology integration needed to be increased buildingwide. The use of the computer laboratories and classroom computers could not be verified through teacher interviews, student interviews, and computer laboratory log sheets.

FOLLOW-UP REVIEW

COMPLIANCE. The principal reported that new smartboards and Elmos had been purchased and that professional development had been provided on the integration of technology into the classrooms. The Team observed teachers and students using smartboards, over-head projectors, and calculators in the classrooms. The computer laboratories were utilized each period during the Team visit. Staff members provided computer laboratory logs to verify usage. The logs showed the student name, date, and what project they were working on, such as research, creating a document, or playing an educational game. The Team noted that once a week, grade-level teams discussed technology utilization and shared ideas.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

The enrichment time of 30 minutes per day was not organized and lesson plans were not developed for this instruction. Additionally, the Team could not verify which West Virginia 21st Century content standards and objectives (CSOs) were being met and teachers could not discuss any CSOs that were being addressed. Some students were reading books or doing other co-curricular

activities. Without including this time, the school did not achieve the minimum required (330) instructional minutes per day. Each of the sports at the school held a daytime game for the students to attend. Time was not accrued to allow this practice.

FOLLOW-UP REVIEW

COMPLIANCE. The staff had restructured the enrichment classes based on the West Virginia 21st Century content standards and objectives (CSOs) and student performance on the WESTEST2. Students were assigned to groups based on identified learning gaps and/or strengths. Student groups were reorganized each nine weeks. Enrichment classes include the Teach 21 skills of organization, leadership, study skills, and citizenship.

7.2. Student and School Performance

7.2.3. 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 as necessary to improve instruction. (Policy 2510; Policy 5310)

All lesson plans had not been checked at least one time per quarter. A minimum number of lesson plans had been checked the first quarter; however, a majority of the lesson plans had been reviewed the remaining quarters.

A majority of teachers kept multiple classes on the same pace. This practice did not allow for individual student or class differences.

FOLLOW-UP REVIEW

COMPLIANCE. Administrators reported that they meet together once per grading period to check lesson plans. They had developed a checklist to ensure that important components had been addressed. After checking lesson plans, administrators met with each teacher to discuss their plans. Teachers are provided the opportunity to correct any deficiencies in their plans. All lesson plans were complete, up-to-date, and could be followed by a substitute teacher.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

An AIDS Education policy could not be produced by the principal.

FOLLOW-UP REVIEW

COMPLIANCE. A thorough and complete AIDS Education policy was in place.

7.8. Leadership

7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

Instructional and curriculum management leadership skills needed to be enhanced at the school and classroom levels.

Due to low student percent proficient and the number of deficiencies found at Wildwood Middle School, the Team determined that assistance from the Jefferson County Central Office administration, the West Virginia Department of Education, and RESA 8 needed to be provided to assist the building administrator in the operation and instructional delivery at the school.

FOLLOW-UP REVIEW

COMPLIANCE. A concerted and rigorous effort had been made to correct the deficiencies found in the original Education Performance Audit. These efforts were proven effective as all of the deficiencies were corrected. The school also showed gains in eight of the 14 subgroups in mathematics and reading/language arts and the teachers and administrators reported that they anticipated that greater gains would be made on the 2012 WESTEST2. The principal and assistant principals were instrumental in bringing the staff together to work in the same direction to increase student achievement.

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 Wildwood 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.

Depth of Knowledge (DOK) must be increased in the classes referenced in this report and the principal must ensure that all students are challenged in all classes. Furthermore, practices that impede instructional time and an emphasis on curriculum must be eliminated from the instructional day. Teachers must ensure that all students and classes receive the curriculum delivery as determined by the West Virginia 21st Century content standards and objectives (CSOs) and the class and students' needs.

FOLLOW-UP CONCLUSION

Depth of Knowledge (DOK) had increased in all classrooms. Students were challenged with higher level thinking skills and high expectations were evident buildingwide. The West Virginia 21st Century content standards and objectives (CSOs) were driving the classroom curriculum in all areas.

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 Wildwood 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 Team determined that the school's capacity to correct the deficiencies can be developed with assistance from the Jefferson County Central Office, the West Virginia Center for Professional Development, and the West Virginia Department of Education. The teachers and administration displayed the ability to determine the areas of weakness of the school and the ability to work together toward the common goal of increasing student achievement.

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

FOLLOW-UP CONCLUSION

Wildwood Middle School demonstrated the capacity to correct the deficiencies found in the original Education Performance Audit. The principal had solicited assistance from the Jefferson County Central Office, RESA 8, and the West Virginia Department of Education and the Team believed that increases in student achievement could be expected on the 2012 WESTEST2.

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.

19.1.11. Grades 6-12 science facilities. All science classrooms did not have a sink, hot and cold water, gas, AC and DC current, compressed air, sufficient laboratory workspace, and main gas shut-off.

19.1.12. Grades 7-12 auditorium/stage. The auditorium was not acoustically treated.

FOLLOW-UP CONCLUSION

All facility resource needs remained as previously identified.

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.

Given the achievement levels of students in the racial/ethnicity black (B), the economically disadvantaged (SES), and special education (SE) subgroups, Wildwood Middle School and Jefferson County must concentrate on high expectations for students and teachers, rigorous and meaningful instruction, and protect instructional time from interruptions. Jefferson County must actively pursue assistance from RESA 8, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

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

FOLLOW-UP TEAM SUMMARY

The administration and staff of Wildwood Middle School received staff development in classroom instruction, high expectations, and classroom management and had increased the rigor and relevance in all classrooms. The administrators were monitoring the progress in the classrooms and teachers were delivering high quality instruction. Assistance had been received from the Jefferson County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education to improve student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
37-404 Wildwood 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 Wildwood Middle School.