



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HAYES MIDDLE SCHOOL**

**KANAWHA COUNTY SCHOOL SYSTEM**

**JULY 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of Hayes Middle School in Kanawha County was conducted April 29, 2010.

A Follow-up Education Performance Audit of Hayes Middle School in Kanawha County was conducted April 15, 2011. The purpose of the follow-up 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.”

## SCHOOL PERFORMANCE

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

### 39 KANAWHA COUNTY

Dr. Ronald E. Duerring, Superintendent

### 409 HAYES MIDDLE SCHOOL – Passed

Scott Monty, Principal

Grades 06 - 08

Enrollment 578 (2<sup>nd</sup> month 2008-09 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	510	550	539	98.00	49.20	Yes	Confidence Interval	✓
White	472	506	495	97.82	51.50	Yes	Yes	✓
Black	32	36	36	100.00	25.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	283	313	304	97.12	40.07	Yes	No	✗
Spec. Ed.	43	49	49	100.00	16.27	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	510	550	537	97.63	43.02	Yes	No	✗
White	472	506	494	97.62	43.44	Yes	No	✗
Black	32	36	35	97.22	41.93	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	283	313	305	97.44	33.33	Yes	No	✗
Spec. Ed.	43	49	48	97.95	19.04	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 96.1%**

**39 KANAWHA COUNTY**  
Dr. Ronald E. Duerring, Superintendent  
**409 HAYES MIDDLE SCHOOL – Passed**  
Scott Monty, Principal  
Grades 06 - 08  
Enrollment 517 (2<sup>nd</sup> month 2009-10 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	453	497	495	99.59	38.27	Yes	Yes	✓
White	426	469	467	99.57	39.29	Yes	Yes	✓
Black	22	23	23	100.00	18.18	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	36	46	45	97.82	13.88	NA	NA	NA
Low SES	236	274	272	99.27	30.21	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	453	497	495	99.59	44.46	Yes	Yes	✓
White	426	469	467	99.57	45.17	Yes	Yes	✓
Black	22	23	23	100.00	31.81	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	36	46	45	97.82	22.22	NA	NA	NA
Low SES	236	274	272	99.27	34.46	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

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

**Passed**  
**Attendance Rate = 95.2%**

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **Met Standard.**

#### **5.1.1. Achievement.**

Hayes Middle School failed to achieve adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts, and in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts for the 2008-2009 school year. Hayes Middle School achieved AYP in the AS subgroup in mathematics only by application of the confidence interval. It is further noted that the special education (SE) subgroup and the racial/ethnicity black (B) subgroup with the number (N) less than 50, scored significantly below the State's percent proficient level in mathematics and reading/language arts. 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 – 44.44 percent in mathematics and 43.28 percent in reading; Grade 7 – 45.16 percent in mathematics and 64.75 percent in reading; Grade 8 – 61.93 percent in mathematics and 63.43 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. Comprehensive Item Analysis of WESTEST2 Data.
2. Depth of Knowledge.
3. Edline and Gradequick.
4. Formative Assessment.
5. Barriers to Your Professional Learning Communities.
6. Writing Roadmap and Acuity.
7. Plato.
8. Instructional Practices Inventory.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** Hayes Middle School achieved adequate yearly progress (AYP).

Hayes Middle School and Kanawha County continued providing professional development and/or training to the staff. These included the following sessions.

1. West Virginia Writes and Writing Across the Curriculum.
2. Depth of Knowledge (DOK).

3. Data Analysis.
4. Use of Smartboards in Classrooms.
5. Classroom Management.
6. Effective Instructional Strategies.
7. Co-Teaching Training.
8. Instructional Practices Inventory (IPI).

## **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)**

The Team observed the following instances and practices in which staff failed to demonstrate high expectations for the learning and achieving of all students.

One teacher did not challenge students with high quality instruction. This teacher hit students with a ruler and had a demeaning attitude toward students. The teacher did not vary instructional strategies and was sarcastic toward students.

Eight teachers did not exhibit high expectations for all students. Students in these classes were not challenged with high quality instruction and were not kept on task for the entire class period.

In the Behavior Disorders class with two students, the aide was reading a personal novel and the teacher was doing a word search while the two students in the class occupied themselves.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Training was provided to the staff on Use of Scholastic Reading Inventory to assess instruction; focus on levels of Depth of Knowledge; pacing the curriculum; Differentiated Instruction; Use of Labs for techSteps lessons; Smartboard usage, and lesson planning. Instruction was monitored by frequent classroom walkthroughs by the principal and on occasion by the superintendent and the central office staff.

**7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

Six intercom interruptions occurred during classroom time during the day of the Education Performance Audit. These interruptions disrupted the learning process.

A urinal in a boys' rest room near the office was visible from the hallway. This was a privacy issue and needed to be corrected.

Two custodian closets were unlocked and contained cleaning chemicals which were accessible to students.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The policy for using the intercom for whole school announcements limited the use to morning and evening announcements and for only emergency situations during instructional time. The door had been propped open on the boys' restroom. This door was now kept closed. Locks on the custodian closets have been repaired and these doors were kept locked.

**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 hands-on investigation and experimentation in all classes. Science instruction mostly involved textbooks and worksheets. West Virginia Board of Education Policy 2520.3 – 21<sup>st</sup> 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." No teachers indicated that they were meeting the 50 percent level and no teachers indicated that a lack of materials was the problem in meeting this requirement.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The Kanawha County Science Curriculum Supervisor had provided instruction to all science teachers on "Hands On" lab training. This was an on-going process with training before the opening of school in August 2010, on Instructional Support (IS) days, and when the system had a two hour early dismissal. Science teachers were doing hands on investigation and experimentation work when the Team visited the classrooms. Lesson plans were monitored to ensure the practice continued in all science classes. Frequent walkthroughs were performed by the principal in the science classrooms to monitor the active instruction.

**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)**

Nine teachers were not varying instructional strategies. Teacher directed instruction was the predominate instructional strategy.

None of the co-teaching practices was effective. The special education teachers were not active in teaching the classes and remained in the back of the room and observed.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** Co-teaching techniques were provided to the staff in a training session with the Kanawha County Special Education Middle School Coordinator. Classrooms with co-teachers were monitored daily by the school administrators using the Co-Teacher checklist. Classrooms observed by the Team had the regular classroom teacher and the co-teacher working as a teaching team. Professional development demonstrating exemplary instructional strategies had been provided for the entire staff. Lesson plans were regularly reviewed to monitor varying instructional strategies. RESA 3 had provided training on the Instructional Practices Inventory which was administered four times a year with the data discussed by the staff and used to guide instruction.

**7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

Three teachers provided required materials lists to students and four other teachers stated in interviews that students were required to purchase classroom instructional materials.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The principal reported the school did not require students to supply any instructional materials. This was communicated to all teachers, students and parents at the beginning of school through school assemblies, handbooks, and on the school and county web sites. Teachers interviewed were knowledgeable of this policy.

**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 instructional schedule for one class for the school's Grade 6 and Grade 8 students was split in a manner that severely impaired the learning process. Students went to the class for ten minutes, then went to lunch, then when to the related arts class period, then went back to the original class for the remaining 30 minutes. This was an ineffective practice and did not allow for maximum use of instructional time and instructional continuity.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Schedules had been constructed to eliminate all split class times.

#### **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)

Well over half of the teachers' lesson plans were incomplete and could not be followed by a substitute teacher. Additionally, three teachers did not have lesson plans for Team review. All lesson plans were not dated and the Team could not verify when the lessons were to be taught. "Snow Day" was listed in some lesson plans, which was indicative of journaling and not planning lessons in advance. The principal had not provided written feedback to the teachers to improve planning and instruction.

Teachers who taught the same subject to more than one class were keeping different classes on the same pace, which resulted in speeding up classes or holding classes back. This practice did not allow for individual class differences in achievement.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team randomly reviewed teacher lesson plans and found those reviewed complete with sufficient information for a substitute teacher. The principal reviewed lesson plans biweekly and provided feedback. Interviews with teachers verified classes they were teaching in the same grade and subject were not being kept on the same pace. The pace was adjusted in accordance with student needs and other relevant factors.

- 7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

Teachers could not discuss how they were using data to guide the curriculum. The teachers had the F2 and ACT Explore data and covered it at the beginning of the year; however, there was minimal evidence that the data were being used by several of the teachers in an ongoing, systematic method to increase student achievement.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Teachers were provided training on test data disaggregation during the days prior to the opening of school. These sessions included training on Acuity, WV Writes, EXPLORE, Scholastic Reading Inventory (SRI) and School Meals Initiative (SMI). These trainings continued through the year on Instructional Service Early Dismissal Days (ISE) and during Professional Learning Community (PLC) meetings. In PLC meetings, teachers reviewed individual subjects and identified the ten West Virginia 21st Century content standards and objectives (CSOs) in each subject on which students scored most poorly. Instruction on these particular CSOs was emphasized during the year. This process was hampered in the second semester because of school days missed because of snow.

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

- 7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

Students and teachers reported that bullying and harassment had been a problem at the school. Discipline numbers included: Out of School Suspension - 216; Disobeying School Staff - 165; Disrespectful Behavior - 114; Repetitive Disruptive Behavior/Disorderly Conduct - 152; Violation of School Rules or Policies - 77; Disobeying School Rules - 200; and Insubordination - 76. While a respect and protect program was in place, student and teacher interviews and discipline data showed that the program was not meeting the school's and students' needs.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The staff has worked together to improve student behavior. School rules were posted in the classrooms and training for the staff in

classroom management had been provided. Teacher duties had been reorganized so non-classroom areas were better supervised while students were in them. Bullying and harassment training had been provided to all students and incentive programs for good behavior had been implemented. Student behavior observed by the Team in the classrooms and outside the classrooms was good. Teachers interviewed reported that student behavior in the school had improved this year.

#### **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)

Due to the number of deficiencies found at Hayes Middle School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA 3 was needed to assist the building administrator in the operation of the school.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The principal reported the school had received a great deal of assistance from the Kanawha County Superintendent and the central office staff in all phases of the implementation of the improvement program. The West Virginia Department of Education assisted in developing the School Support System to address the deficiencies. RESA 3 provided assistance with professional development in areas such as the Instructional Practices Inventory.

#### **RECOMMENDATION**

**7.7.1. School rules, procedures, and expectations.** A Team member looked at student Individualized Education Programs (IEPs) without having to sign a security sheet. The Team recommended that a security sheet be developed to record individuals accessing the student files and the reason for accessing files.

#### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** Security sheets were in place and being used.

## 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 Hayes Middle School in providing a thorough and efficient system of education. Kanawha 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 Kanawha 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.**

Curriculum was not being delivered efficiently and effectively to the students of Hayes Middle School.

The number and quality of deficiencies found at Hayes Middle School greatly concerned the Team. The Team believed that a great deal of work will be necessary to correct the issues. High quality, research-based staff development is necessary to provide guidance. The Kanawha County Central Office must actively provide support and assistance to Hayes Middle School to ensure that student achievement is improved.

### FOLLOW-UP CONCLUSION

**The principal reported the Kanawha County central office staff had spent a great deal of time at Hayes Middle School providing support and direction to the administration and staff to improve student achievement. The Hayes Middle School staff had worked as a team to correct the deficiencies and improve learning opportunities for all students. High quality staff development had been provided by the county instructional directors and the RESA 3 staff. All these efforts paid off when Hayes Middle School achieved adequate yearly progress (AYP). Improvement efforts were continuing and the staff was anxiously awaiting student results on the 2011 WESTEST2.**

## **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 Hayes 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.**

Capacity building needs to be developed for educators at the school in strategically targeting resources to the teaching and learning process as indicated in the Five-Year Strategic Plan to improve student and school achievement. The school's capacity to correct the issues was questionable unless ongoing, research based staff development is provided and implemented.

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

### **FOLLOW-UP CONCLUSION**

**The staff reviewed and revised the Five-Year Strategic Plan and was working to meet the goals of achievement set in the plan. The West Virginia Department of Education, Office of School Improvement, was contacted and had provided support and guidance to the school in developing a School Support Plan to address the deficiencies in the original Education Performance Audit and improve learning opportunities for all students.**

## 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.

- 19.1.3. Teachers' workroom.** The teachers' work area was not of adequate size.
- 19.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 19.1.5. Library/media and technology center.** Copying equipment was not provided.
- 19.1.10. Specialized instructional areas.** The music facility did not have acoustical treatment. The physical education facility did not have a drinking fountain, display case, data projector, or 50 inch screen monitor.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have a ventilation fume hood, demo table, sufficient laboratory workspace, first aid kit, darkening provisions, or main gas shut-off.

**19.1.14. Food service.** A teachers' dining area of adequate size was not provided.

**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.**

Hayes Middle School is likely to maintain the course of its performance levels if it does not receive continuous and sustained support from State and local education agencies.

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

**FOLLOW-UP TEAM SUMMARY**

**The school has received support from the Kanawha County school system, the West Virginia Department of Education, and RESA 3. The student performance as measured by the WESTEST2 had improved.**

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
39-409 Hayes 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 Hayes Middle School.