



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HAYES MIDDLE SCHOOL**

**KANAWHA COUNTY SCHOOL SYSTEM**

**JUNE 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

## Table of Contents

	Page
<b>Introduction .....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance .....</b>	<b>3</b>
<b>Annual Performance Measures for Accountability .....</b>	<b>6</b>
<b>Education Performance Audit.....</b>	<b>7</b>
<b>High Quality Standards .....</b>	<b>7</b>
<b>Indicators of Efficiency .....</b>	<b>11</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>12</b>
<b>Identification of Resource Needs .....</b>	<b>13</b>
<b>Early Detection and Intervention .....</b>	<b>14</b>
<b>Education Performance Audit Summary .....</b>	<b>15</b>

## INTRODUCTION

An announced Education Performance Audit of Hayes Middle School in Kanawha County was conducted April 29, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that were below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the subgroups 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 – Dr. Pamela Cain, Assistant Superintendent

West Virginia Department of Education Team Leader and Technology – Sarah Lyons, Coordinator, Office of Instructional Technology

## TEAM MEMBERS

Name	Title	School/County
Jason D. Browning	Middle School Assistant Principal	Chapmanville Middle School Logan County
Stephanie A. Clapham	Middle School Assistant Principal	Chapmanville Middle School Logan County
Martina S. Mills	Middle School Assistant Principal -- Retired	Chapmanville Middle School Logan County
Jeannie L. Wade	Assistant Principal	Arnoldsburg School Calhoun County
Doris Weekley	Assistant Superintendent	Roane County

## 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 570 (2<sup>nd</sup> month 2007-08 enrollment report)

### WESTEST 2007-2008

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	509	576	573	99.47	74.60	Yes	Yes	✓
White	471	530	527	99.43	75.31	Yes	Yes	✓
Black	32	40	40	100.00	65.62	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	264	314	311	99.04	68.44	Yes	Confidence Interval	✓
Spec. Ed.	49	66	64	96.96	30.61	Yes	NA	✓
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	509	576	573	99.47	79.72	Yes	Yes	✓
White	471	530	527	99.43	80.42	Yes	Yes	✓
Black	32	40	40	100.00	71.87	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	264	314	311	99.04	74.90	Yes	Confidence Interval	✓
Spec. Ed.	49	66	64	96.96	42.85	Yes	NA	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.9%**

**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%**

HAYES 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	186	172	183	171	98.39	13.45	30.99	41.52	8.77	5.26	55.56
07	166	158	163	155	98.19	11.61	33.55	41.29	10.32	3.23	54.84
08	198	180	193	176	97.47	24.43	37.50	31.82	6.25	0.00	38.07

**Reading**

Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	186	172	182	171	97.85	7.02	36.26	33.33	19.88	3.51	56.73
07	166	158	163	156	98.19	5.13	59.62	30.77	3.21	1.28	35.26
08	198	180	192	175	96.97	9.14	54.29	30.86	5.71	0.00	36.57

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

## 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 WESTEST 2 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.

## 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.

- 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.

- 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.

**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.

**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.

**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.

## **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.

- 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 WESTEST 2 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.

#### **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.

#### **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.

## 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.

## 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.

### **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.

## 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.

### **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.

## Education Performance Audit Summary

The Team identified 10 high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.
- 7.1.3. Learning environment.
- 7.1.4. Instruction.
- 7.1.5. Instructional strategies.
- 7.1.8. Instructional materials.
- 7.1.13. Instructional day.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.7.1. School rules, procedures, and expectations.
- 7.8.1. Leadership.

The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Hayes 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 Hayes 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 Hayes Middle School and Kanawha 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.