

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

CHAPMANVILLE MIDDLE SCHOOL

LOGAN COUNTY SCHOOL SYSTEM

FEBRUARY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Chapmanville Middle School in Logan County was conducted on January 12, 2005. 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 are persistently 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 Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Michael W. Kessinger, Retired
West Virginia Department of Education Team Leader – Donna Burge-Tetrick, Coordinator,
Office of Standards and Assessments

TEAM MEMBERS

Name	Title	School/County
Paulette Anderson	Elementary School Principal	Gilmore Elementary Jackson County
Stephen Anderson	Elementary School Principal	Berlin McKinney Grade Wyoming County
Diane Burnside	Elementary School Principal	East Dale Elementary Marion County
Gary Cook	Middle School Principal	Beverly Hills Middle Cabell County
Robert Seymour	Retired Educator	Kanawha County
Glen Sweet	Director of Instruction	Barbour County

SCHOOL PERFORMANCE

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

45-405 CHAPMANVILLE MIDDLE - Needs Improvement

LOGAN COUNTY
Martina Mills, Principal
Grades 5 – 8
Enrollment 613

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	567	593	590	99.49	59.04	Yes	Confidence Interval	✓
White	563	589	586	99.49	58.92	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	299	318	317	99.69	47.98	Yes	No	✗
Spec. Ed.	64	71	71	100.00	12.50	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	567	593	589	99.33	74.77	Yes	Yes	✓
White	563	589	585	99.32	74.59	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	299	318	316	99.37	64.64	Yes	No	✗
Spec. Ed.	64	71	71	100.00	12.50	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.6%

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
05	149	141	148	140	99.33	8.57	30.71	49.29	10.71	0.71	60.71
06	150	145	149	144	99.33	11.81	33.33	38.19	13.19	3.47	54.86
07	162	156	162	156	100.00	9.62	30.13	48.08	9.62	2.56	60.26
08	132	125	131	124	99.24	9.68	29.84	45.16	13.71	1.61	60.48

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	149	141	147	139	98.66	9.35	20.14	43.17	22.30	5.04	70.50
06	150	145	149	144	99.33	7.64	24.31	35.42	22.92	9.72	68.06
07	162	156	162	156	100.00	6.41	12.82	48.72	25.00	7.05	80.77
08	132	125	131	124	99.24	1.61	18.55	45.97	28.23	5.65	79.84

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	1%	1	1%	13	8%	16	10%	83	53%	14	9%	11	7%	18	11%	157

Note: Seventy-three percent (73%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
55.37%	2003-04
42.00%	2002-03
40.153%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Chapmanville Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: economically disadvantaged students (SES) and special education students (SE) in both mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. **High expectations.** Tutoring was provided before and after school along with tutoring during lunch. The Zeros Aren't Permitted (ZAP) initiative was implemented by all teachers to hold students responsible for completing their homework and assignments. A learning skills class was offered for remediation and enrichment.
- 6.1.3. **Learning environment.** The Positive Support Program was a schoolwide initiative to promote better attendance and decrease discipline incidents. Data showed a 75 percent decrease of discipline referrals and suspensions as compared to the same time the previous school year. Student behaviors and expectations were taught at the beginning of school and after each break.
- 6.1.6. **Instruction in writing.** Writing, with an emphasis on vocabulary, was evident throughout the curriculum and at all grade levels.
- 6.1.7. **Library/educational technology and technology application.** The library was utilized for technology integration and community involvement. The teacher volunteered throughout the week for the after-school program, Students Helping All Reach Excellence (Share).

- 6.1.12. Multicultural activities.** The Team saw evidence of a variety of multicultural activities and an emphasis on prevention and zero tolerance for harassment. Students were taught about harassment in academic advisory class and developmental guidance. Incidents of harassment were dealt with swiftly and consistently. Students indicated during interviews that harassment was not tolerated and they were most respectful of different cultures.
- 6.2.3. Lesson plans and principal feedback.** The administrators reviewed lesson plans and provided extensive feedback to teachers. Lesson plans showed marked improvement after written comments were provided to teachers.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

None Identified.

RECOMMENDATIONS

- 6.1.1. Curriculum based on content standards and objectives.** The Team recommended the process of long range planning be continued to develop curriculum maps and pacing guides to ensure that the Content Standards and Objectives are taught and mastered.
- 6.1.5. Instructional strategies.** The Team observed a variety of instructional strategies in most classes; however, the Team saw two remedial classes that consisted mostly of pencil paper activities. The Team recommended that these classes apply varied instructional strategies to improve 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.

None identified.

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 Chapmanville Middle School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
None Identified.	

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Chapmanville Middle School and Logan County Schools have the capacity to increase student achievement. The school and county are targeting resources to improve the teaching and learning process.

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.

17.1. 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 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*)

None 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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
45-405 Chapmanville Middle	Conditional Accreditation	None Identified.		
			5.1.1 (SES/SE)	May 31, 2007

Education Performance Audit Summary

The Team identified no (0) high quality standards – necessary to improve performance and progress to meet the 5.1.1 Achievement – economically disadvantaged (SES), and special education (SE) subgroups and presented six (6) initiatives that Chapmanville Middle School and Logan County have initiated to improve student achievement.

Chapmanville Middle School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1 SES/SE). The Team also conducted a resource evaluation to assess the resource needs of the school.