

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MANNINGTON MIDDLE SCHOOL

MARION COUNTY SCHOOL SYSTEM

NOVEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Mannington Middle School in Marion County on October 28, 2003.

A Follow-up Education Performance Audit of Mannington Middle School was conducted September 23, 2004. 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."

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCE

7.2.6. Student Assistance Team. A Student Assistance Team is established, and functioning, and meeting the responsibilities outlined in Policy 2510. (Policy 2510)

Teachers were unable to communicate or identify the process for referrals of at-risk students.

FOLLOW-UP REVIEW

COMPLIANCE. Interviews with the principal and a random sample of teachers and a review of the records showed the Student Assistance Team (SAT) process was established and working. Teachers interviewed easily communicated the student referral process.

RECOMMENDATIONS

7.1.1. Mission and goals. The Team recommended that the Unified School Improvement Plan (USIP) include goals for the Special Education subgroup for participation rate as well as improving achievement results.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.1.3. High expectations. Discussions with students indicated that very little to no homework was being assigned. Homework assignments were being completed during class time. Some teachers scheduled time within the class schedule for homework to be completed. Given the marginal achievement scores, it is recommended that a homework policy be implemented that shows high expectations.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.1.7. Instruction in writing. The Team recommended that the Instructional Technology Plan be reviewed and the writing assessment goal be realistic. The Team observed that the instruction in writing seemed to be deficient. The Team further recommended that the faculty place greater emphasis on instruction in writing.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.1.8. Library/educational technology access and technology application. The computer laboratory was not being utilized fully. The log book indicated that the computer laboratory had been used 29 hours with 11 usages by about five teachers. Furthermore, the use of technology as an instructional strategy was not evident.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.2.5. Data analysis. There was no evidence presented that the Stanford-9 Achievement Test (SAT-9) data were utilized in planning for improving student achievement. However, the principal explained the process used with SAT-9 for student improvement during the exit conference. The Team recommended that a thorough analysis of SAT-9 data be utilized to target specific subgroups who are deficient.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

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.

18.1. 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*)

According to the items checked in the School Facilities Evaluation Checklist, the school is below standard in the areas listed.

- 18.1.1. School location.** The school site is small, located in downtown Mannington. There is no room for expansion and the students must be transported hourly to a gymnasium off site for physical education. Parking is limited. Students' play or recreational areas are limited.
- 18.1.10. Specialized instructional areas.** The art area lacks hot and cold water, mechanical ventilation, ceramic kiln, or black-out areas. The music area lacks acoustical treatment.
- 18.1.11. Grades 6–12 science facilities.** Science facilities are inadequate in terms of utilities, ventilation, darkening provision, and first aid equipment.
- 18.1.15. Health service units.** A health service unit is not available.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the December 2003 Draft Report with the exception of the band class which had been moved to the old Band Room on the fourth floor where the acoustics were better.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 17.1. 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 reported that Mannington Middle School has the capacity, with assistance from the West Virginia Department of Education and the Marion County central office staff, to overcome any deficiencies and improve the teaching and learning process for student, school, and school system improvement.

FOLLOW-UP CONCLUSION

The noncompliance (deficiency) had been corrected and the various recommendations of the Team had been acted upon by the faculty.

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 Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Mannington Middle School in providing a thorough and efficient system of education. Marion 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 Marion County or the accreditation status of the schools.

8.1.3. Facilities. The school structure is large for the student population and has excess classroom space. The lack of an area for physical education creates an inefficient system and in some cases disrupts the class change schedule.

FOLLOW-UP CONCLUSION

The facility efficiency issue remained as identified in the October 28, 2003 draft report.

SCHOOL SYSTEM APPROVAL & SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Marion County School System and continue the **Full Accreditation** status of Mannington Middle School.

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