

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**PRINCETON MIDDLE SCHOOL**

**MERCER COUNTY SCHOOL SYSTEM**

**JULY 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Princeton Middle School in Mercer County was conducted on May 11, 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 – Allen Brock, Coordinator

West Virginia Department of Education Team Leader – John Putnam, Coordinator, Office of Student Assessment

West Virginia Department of Education Team Leader – Catherine Thompson, Coordinator, Office of Instructional Services

## TEAM MEMBERS

Name	Title	School/County
Don Bower	Elementary School Principal	Beale Elementary Mason County
Bruce Kolsun	Elementary School Principal	Midland Elementary Randolph County
Marcel Malfregeot	Director of Instruction	Harrison County
Gary Nichols	Middle School Principal	Park Middle Raleigh County
Rhonda Shaver	Elementary School Principal	Talcott Elementary Summers County
Mark Skaggs	Junior High School Principal	Richwood Junior High Nicholas County
Karen Talbert	Assistant Middle School Principal	Spencer Middle Roane County

### SCHOOL PERFORMANCE

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

**51 MERCER COUNTY**  
Dr. Deborah S. Akers, Superintendent  
**403 PRINCETON MIDDLE SCHOOL - Needs Improvement**  
Joe McKenzie, Principal  
Grades 06 - 08  
Enrollment 595

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
<b>Mathematics</b>								
All	550	595	593	99.66	61.56	Yes	Yes	✓
White	506	549	547	99.64	62.17	Yes	Yes	✓
Black	35	37	37	100.00	45.71	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	276	314	312	99.36	48.00	Yes	No	✗
Spec. Ed.	81	100	98	98.00	15.00	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	550	595	594	99.83	81.09	Yes	Yes	✓
White	506	549	548	99.82	81.81	Yes	Yes	✓
Black	35	37	37	100.00	68.57	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	276	314	313	99.68	71.73	Yes	Confidence Interval	✓
Spec. Ed.	81	100	99	99.00	34.56	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 96.2%**

## 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	194	180	193	179	99.48	3.35	37.99	35.75	20.11	2.79	58.66
07	209	191	208	191	99.52	9.95	28.27	40.84	18.32	2.62	61.78
08	192	179	192	179	100.00	11.73	24.02	39.11	18.99	6.15	64.25

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	194	180	194	180	100.00	2.22	12.78	46.67	28.33	10.00	85.00
07	209	191	208	191	99.52	5.24	15.18	45.03	26.18	8.38	79.58
08	192	179	192	179	100.00	4.47	16.76	44.13	24.02	10.61	78.77

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	%	
2	1%	3	2%	14	7%	39	20%	101	52%	7	4%	11	6%	17	9%	194

**Note: Eighty-two percent (82%) of the students scored at or above 2.0 on the Statewide Writing Assessment.**

#### Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
56.63%	2003-04
80.53%	2002-03
100.00%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

Princeton 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 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 improve performance and progress on the standard and the West Virginia Board of Education upgraded Princeton Middle School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Princeton Middle School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts subgroup only by application of the confidence interval. It is further noted that the racial/ethnicity black (B) subgroup with the number (N) less than 50, scored 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 Unified Improvement Plans and apply interventions to close the achievement gap for the B and SES students.

Adequate yearly progress (AYP) information by class indicated that reading assessment scores showed a high percent of students proficient. However, mathematics scores showed a lower level of student achievement. Grade 6 class results showed 37.99% of students below mastery. The mathematics class results provide an indication for Unified School Improvement Plan (USIP) development and school improvement.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.2. **High expectations.** Princeton Middle School had nearly 400 science fair projects for the science fair. Over 80 of the students directly participated in the science fair.

Through student and staff interviews the Team found a great deal of pride in the science fair projects and the school has had several students win at the higher levels of competition.

- 6.1.4. Instruction.** Special education exemplified an excellent instruction model. The presentation of curriculum was excellent as was the teachers' rapport and expectations for the special needs students. It was evident that the special education teachers were integral in the preparation of lesson plans, analysis of data for individual students, and integration of technology in special education classes. The teachers exhibited very high expectations for all students.

## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SES/SE).**

### 6.1. Curriculum

- 6.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)**

Laboratory and hands-on science instruction did not make up 50 percent active inquiry, investigation, and experimentation of laboratory time according to classroom observations, lesson plans, grade books, and student and teacher interviews.

- 6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

Inappropriate movies, as expressed by the students, were being shown in one English class. Some of which contained inappropriate language and content. Movies included: *Jurassic Park*, *The Mothman Prophecy*, and *The Incredibles*. The value of these movies was not expressed to the students as instructional. The Team recommended that any audiovisual (media) content be aligned with the Content Standards and Objectives (CSOs). Caution must be taken to preview the media to avoid content containing profanity and inappropriate content of questionable educational value.

A substitute teacher was using inadequate instructional strategies, as well as one teacher hired on a yearly permit. The substitute teacher was reading a paperback novel during instructional time. Improper use of inclusion method was evident by the permit teacher and the teacher lacked lesson plans. Individualized Education Programs (IEPs) or lesson plans of previous weeks were not available. This teacher refused to provide IEPs or ask the administration to make them available. The instructor did not have technology available for instruction. The Team recommended that substitute teachers be made aware of expectations for the building and be monitored by the administration.

A feeling of curriculum separation was evident from the perspective of the special education department by not being included in grade level team planning. The Team

recommended that the special education department be included in a common planning period with appropriate grade level teams.

**6.1.8. 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)**

One English teacher indicated that an insufficient number of textbooks were available in the class for every student.

**6.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

**6.7.1. 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)**

One teacher used as discipline procedure the writing of sentences 25 times. The discipline of writing sentences is not an effective use of time and should be revised to apply discipline appropriate to the behavior. Also, this type of discipline may have the effect of discouraging students from writing if it is considered a form of discipline.

**RECOMMENDATIONS**

**6.1.12. Multicultural activities.** Although there were numerous high quality multicultural activities throughout the building, it was not evident that the multicultural activities were combined into a schoolwide multicultural program. The Team recommended that a cohesive plan be developed that defined intentional participation of all students in a schoolwide, year-long multicultural plan.

**6.2.2. Counseling services.** Students interviewed expressed that counselors were not always available to discuss safety and code of conduct issues important to students. The Team suggested that counselors increase contact time involving issues such as bullying, sexual harassment, and all other areas of the student Code of Conduct that the students stated were of concern to them. This process should involve both the classroom teachers and the counselor.

**6.4.1. Regulatory agency reviews.** Chemicals not permitted by law for middle school instruction were found in chemistry classes. These included chemicals such as benzene and formaldehyde, as well as several questionable concentrated acids and organic solutions. Chemicals were improperly stored with aerosol cans, flammable materials, and concentrated acids. No Material Safety Data Sheets (MSDS) were available. Chemicals had leaked and mixed to overflow onto flammable materials. This was a violation of State Fire Code. The Team recommended that collaboration be made with the local high school chemistry teachers, the West Virginia State Fire Marshal, and the West Virginia Department of Education (WVDE) science instructional coordinator, for an appropriate and safe storage of all chemicals. By law, MSDS must be available for each chemical of which none currently exist. Immediate cleanup and a long-range chemical inventory plan needed to be developed.

**6.5.2. Codes of conduct.** Information gathered from student interviews alleged inappropriate conduct from a faculty member toward middle school females. Student comments indicated awareness of the alleged inappropriate conduct and feeling uncomfortable in the presence of the teacher. The Team recommended that an investigation of the comments be conducted by the superintendent, principal, and any necessary outside agencies as prescribed by law. The Team brought this to the attention of the superintendent the morning following the Education Performance Audit. Subsequent to the audit, the county superintendent immediately conducted an investigation of the allegation and reported action regarding the results of the county's findings.

### **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 Princeton Middle School in achieving capacity, the following resources are recommended.

<b>HIGH QUALITY STANDARDS</b>	<b>RECOMMENDED RESOURCES</b>
6.1.1. Curriculum based on content standards and objectives.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.5. Instructional strategies	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.7.1. School rules, procedures, and expectations.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830

**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 Princeton Middle School and Mercer County have the capacity to correct the identified deficiencies.

If the school fails to achieve adequate yearly progress (AYP) or show progress in the subgroups on the 2005 WESTEST, the Office of Education Performance Audits recommends that the West Virginia Department of Education school improvement team provide assistance to the school.

### 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*)

**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.**

**17.1.8. Grades 1-12 classrooms.** Room 109 was not of adequate size and did not have the following: Communication technologies, adequate storage, a chalkboard, a teacher's desk, a computer station, sufficient desks and chairs, and audiovisual equipment/controllable light/outlets, etc. Room 111 lacked adequate storage. Room 114 was not of adequate size. Room 115 was not of adequate size and lacked adequate amounts of storage. Room 117 was not of adequate size and did not have a computer station. Room 118 was not of adequate size and lacked adequate communication technologies. Room 119 was not of adequate size. Room 201 did not have sufficient numbers of student desks. Room 205 did not have a computer station. Rooms 207 and 209 did not have adequate storage.

**17.1.9. Grades K-12 remedial.** The K-12 remedial room was inadequate in size.

- 17.1.10. Specialized instructional areas.** The music facility was inadequate in size, was not located away from quiet areas of the building, lacked adequate storage, and lacked the following materials: Music stands, microphone, stereo sound system, piano, AV recording devices, equipment, and acoustical treatment. The physical education facility did not have electrical outlets.
- 17.1.11. Grades 6-12 science facilities.** As a whole, the science facilities were inadequate in size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. AC and DC current, air vacuum, ventilation fume hoods, and sufficient laboratory workspace were not available.
- 17.1.12. Grades 7-12 auditorium/stage.** The controlled illumination was outdated and there were inadequate numbers of electrical outlets.
- 17.1.14. Food service.** A teachers' dining area and locker/dressing room were 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.

**The counseling services needed to be revised to address the issues of concern related by the students.**

**The Team recommended that Princeton Middle School pursue assistance from the Mercer County central office, RESA I, and the West Virginia Department of Education (WVDE) to increase student achievement in all areas. Given the low performance in these cells, it is imperative that programs and practices be implemented immediately in order to address these issues.**

**School Accreditation Status**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
51-403 Princeton Middle	Conditional Accreditation	6.1.1; 6.1.5; 6.1.8; 6.7.1	5.1.1 (SES/SE)	May 31, 2007

**Education Performance Audit Summary**

The Team identified four (4) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) and special education (SE) subgroups. The Team presented four (4) recommendations and extended early detection and intervention cautions.

Princeton 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. The Team submits this draft report to guide Princeton Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.