

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**KEYSER PRIMARY/MIDDLE SCHOOL**

**MINERAL COUNTY SCHOOL SYSTEM**

**DECEMBER 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Keyser Primary/Middle School in Mineral County was conducted on October 25, 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 – Donna Burge-Tetrick, Coordinator,  
Office of Planning, Evaluation, Special Programs and Support Services

West Virginia Department of Education Team Leader – Gene Coulson, Executive Director,  
Office of Program Services

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Kimberly Agee	Intermediate School Assistant Principal	Mill Creek Intermediate Berkeley County
Don Johnson	Elementary School Principal	Sutton Elementary Braxton County
Dr. Jack Kaufman	Professor of Education	Mercer County
Michelle Martin	Elementary School Principal	Winchester Avenue Elementary Berkeley County
Jeff Pancione	Elementary School Principal	Augusta Elementary Hampshire County
Camille Ramsey	Junior High School Principal	Summersville Junior High Nicholas County
Mike Wells	Middle School Principal	Pleasants County Middle Pleasants County
Barbara Whitecotton	Assistant Superintendent	Hardy County

### SCHOOL PERFORMANCE

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

#### 53 MINERAL COUNTY

Tilden Hackworth, Superintendent

#### 103 KEYSER PRIMARY/MIDDLE SCHOOL - Needs Improvement

Ed Jordan, Principal

Grades K - 08

Enrollment 739

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	920	968	966	99.79	72.47	Yes	Yes	✓
White	861	905	903	99.77	73.37	Yes	Yes	✓
Black	55	57	57	100.00	63.63	Yes	Yes	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	483	516	515	99.80	64.52	Yes	Yes	✓
Spec. Ed.	168	170	170	100.00	35.71	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	920	968	963	99.48	79.91	Yes	Yes	✓
White	861	905	900	99.44	79.34	Yes	Yes	✓
Black	55	57	57	100.00	89.09	Yes	Yes	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	483	516	514	99.61	73.38	Yes	Confidence Interval	✓
Spec. Ed.	168	170	169	99.41	35.32	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 98.2%**

## 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
03	91	85	90	84	98.90	5.95	20.24	46.43	20.24	7.14	73.81
04	97	90	97	90	100.00	4.44	20.00	36.67	30.00	8.89	75.56
05	146	138	146	138	100.00	2.90	21.01	49.28	20.29	6.52	76.09
06	198	190	198	190	100.00	11.05	17.37	52.63	15.79	3.16	71.58
07	213	203	212	203	99.53	5.42	20.69	50.25	18.72	4.93	73.89
08	223	214	223	214	100.00	5.14	27.10	45.79	18.22	3.74	67.76

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	91	85	90	84	98.90	5.95	14.29	42.86	33.33	3.57	79.76
04	97	90	97	90	100.00	7.78	8.89	61.11	18.89	3.33	83.33
05	146	138	146	138	100.00	7.25	16.67	42.75	27.54	5.80	76.09
06	198	190	198	190	100.00	7.37	13.16	44.74	25.26	9.47	79.47
07	213	203	210	201	98.59	2.49	15.92	41.29	30.35	9.95	81.59
08	223	214	222	213	99.55	2.82	17.37	52.11	20.66	7.04	79.81

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

## Other Relevant Performance Data

2004-2005 Writing Assessment  
Distribution of Performance Across All Performance Levels\*  
Mineral County

		Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
Grade 4	KEYSER PRIMARY/MIDDLE	90	3%	23%	52%	15%	2%	26%	69%
Grade 7	KEYSER PRIMARY/MIDDLE	203	1%	19%	55%	18%	7%	20%	80%

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

<b>Percentage of Students</b>	<b>School Year</b>
44.22%	2003-04
51.65%	2002-03
(Not Available)	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

**Keyser Primary/Middle School failed to achieve adequately yearly progress (AYP) in the special education (SE) subgroup in 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 2005 State Board meeting.**

**Keyser Primary/Middle School achieved AYP in the SES subgroup in reading/language arts only by application of the confidence interval. It is further noted that the special education (SE) subgroup in mathematics achieved AYP only by the application of the safe harbor provision. The racial/ethnicity black (B) and the economically disadvantaged (SES) subgroups performed significantly lower in mathematics than the all students (AS) and racial/ethnicity white (W) subgroups. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to close the achievement gap for the SES and SE students.**

Keyser Primary/Middle School's professional development opportunities were specific to the school's performance deficiencies. The following professional opportunities were provided by the county and/or school.

1. How Poverty Effects Children's Learning (workshop).
2. Education 400: Curriculum for Young Children.
3. Mineral County K-05 Summer Math (workshop).
4. K-03 Reading Academy.
5. Kagan Structures - K-05 teachers.
6. Action Math: A Standards Based Approach.
7. Middle School Math (workshop).
8. DIBELS.
9. Early Literacy.
10. Benchmark Assessment.
11. WV Reading Research Symposium.
12. International Reading Association (workshop).

Note: It is noted that the racial/ethnicity black (B) subgroup performed substantially higher in reading/language arts than all other subgroups.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. High expectations.** The Team promoted good communication with the high school. Three meetings were held between the two staffs to promote a smooth transition for the Grade 8 math students.
- 6.1.4. Instruction.** Title I teachers worked effectively and collaboratively with the general education teachers.
- The Team commended two teachers for excellent plans, classroom instruction, and exemplifying professionalism and being role models.
- 6.7.1. School rules, procedures, and expectations.** The Saturday in-school suspension program discouraged poor student behavior.

## HIGH QUALITY STANDARDS

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

Through teacher interviews and classroom observations, the Team determined that all staff were not utilizing the Content Standards and Objectives (CSOs) to drive their curriculum. Several teachers were referring to the West Virginia Board of Education Instructional Goals and Objectives (IGOs) instead of the CSOs.

- 6.1.2. 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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

The Team observed three classrooms in which students were not on task and student behavior was extremely disruptive. One student was permitted to sleep in class because the student did not want to participate. One teacher stayed behind the teacher's desk through the entire class period. The Team observed several classes in which instruction was not continued throughout the entire class period.



**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)**

Collaboration between special education and general education teachers was evident in many of the classrooms. However, Team observations and teacher interviews indicated that the special education co-teacher was not being used effectively in several classrooms. Special education teachers were observed handing out papers and standing in the back of the room while the general education teacher conducted the class. Achievement of students in the special education (SE) subgroup is indicative that special education teachers should have greater involvement with these classes.

The Team did not observe varied instructional strategies. Instruction in many of the classes relied upon direct instruction with worksheets and whole group instruction.

**6.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

The Team interviewed teachers and students and found all teachers were not providing instruction in writing assignments to all students on a weekly basis. The Team also found that not all of the student writing was collected and corrected for spelling, punctuation, content, and grammar.

**6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The Team observed minimal use of computers throughout the building. Through interviews with teachers and students, the Team determined that the availability of computers in the building was not sufficient, i.e., there are only 25 computers in the computer laboratory, which is not sufficient for a school with 1300 students. The Team observed numerous classrooms with stand-alone computers that were not being used.

**6.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

According to the master schedule, several of the grade levels were not receiving the required number of instructional minutes per day.

## 6.2. Student and School Performance

- 6.2.1. Unified County and School Improvement Plan. A Unified County Improvement Plan and a Unified School Improvement Plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

Through teacher interviews, the Team found that most teachers were not aware of the components of the Five-Year Strategic Plan. Although the submission date of the plan had not been reached, the Team believed that all teachers should be aware of the items contained within the plan and should be implementing these parts in their classrooms. Only three teachers interviewed could tell the Team who was involved in developing the plan.

- 6.2.3. 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)**

Through interviews with the staff, the Team found that several teachers did not have adequate written lesson plans, nor could it be explained that the Content Standards and Objectives (CSOs) were being covered and utilized to drive the classroom curriculum. It is imperative that adequate lesson plans be developed by all teachers and that the CSOs are covered to assure student achievement. Given the performance of the special education (SE) subgroup, it is particularly important that lesson plans be prepared in advance and the principal review and comment on them for instructional relevance.

- 6.2.4. 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)**

Through teacher interviews, the Team found that WESTEST data were not being used effectively. Only about half of the teachers interviewed reportedly had access to individual test results. Some teachers reported to have only analyzed the data once at the beginning of the year and could not articulate how the results were utilized to drive their curriculum.

## 6.6. Personnel

- 6.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Through interviews with teachers and administration, the Team found that formal teacher evaluations, observations, and goal setting were not being conducted, as required by WV Code §18A-2-12 and West Virginia Board of Education Policy 5310.

## 6.8. Leadership

- 6.8.1. 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)

Given the high number of deficiencies at the school, it is evident that the leadership of the school is in need of assistance from the administration of Mineral County, RESA VIII, and the West Virginia Department of Education. It is imperative that the school's administration take a stronger lead in dealing with the various issues and take the necessary steps to correct these deficiencies.

## RECOMMENDATIONS

- 6.1.12. Multicultural activities.** Although teachers implemented individual activities relevant to multicultural education, including zero tolerance prevention, no unified comprehensive plan to organize this instruction was evidenced. The Team recommended that the school organize information from the county plan as a team to implement a school multicultural program.
- 6.1.13. Instructional day.** Based on scheduling changes, students were not receiving the best instructional time possible. For example, students were being moved from one math room to another due to scheduling conflicts in the middle of the class, thus losing 15-20 minutes of instructional time. The Team recommended that scheduling be revisited to eliminate this problem.
- 6.5.3. Statewide assessment.** Through teacher interviews, the Team found that some special education students may qualify for the alternate assessment. The Team recommended that teachers check the Individualized Education Programs (IEPs) in order to determine students eligible for the alternate assessment.

## 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 Keyser Primary/Middle School in providing a thorough and efficient system of education. Mineral 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 Mineral County or the accreditation status of the schools.

**7.1.1. 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.**

The effectiveness of collaboration between general education teachers and special education teachers must be improved. Given the low test scores in the special education (SE) subgroup, it is imperative that this issue be addressed as soon as possible. Assistance may be requested from the West Virginia Department of Education, Office of Instructional Services, and Office of Special Education.

Programs are needed to assist teachers in the proper development of lesson plans and in implementing the writing process. These issues would better serve the school and have a direct impact on student achievement.

Data analysis of WESTEST results needed to be improved and implemented to drive the curriculum in order to improve student achievement.

### **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 Keyser Primary/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
6.1.2. High expectations.	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
6.1.6. Instruction in writing.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.9. Programs of study.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.1. United County and School Improvement Plan.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.4. Data analysis.	West Virginia Department of Education Office of Assessment (304) 558-2546

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-3401
6.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

**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 Keyser Primary/Middle School and Mineral County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the special education department to provide quality services. The Team recommended that the Mineral County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA VIII in developing the school's capacity to improve the school's achievement of the special education 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.

**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.**

- 17.1.2. Administrative and service facilities.** An adequate reception area, work space, and privacy were not provided.
- 17.1.3. Teachers' workroom.** Communication technology was not available.
- 17.1.7. K classrooms.** Some of the kindergarten classrooms did not have a sink with hot and cold water.
- 17.1.8. Grades 1-12 classrooms.** Rooms 107, 120, 125, 208, 226, and 229 were not of adequate size.
- 17.1.10. Specialized instructional areas.** The art facility did not have black-out areas. The music facility did not have adequate storage.
- 17.1.11. Grades 6-12 science facilities.** The science facilities throughout the building were not of adequate size. The following were not available in the science facilities: DC current, air vacuum, ventilation fume hood, demo tables, adequate laboratory

workspace, balance cases, darkening provisions, main gas shut-off, and adequate storage.

- 17.1.12. Grades 7-12 auditorium/stage.** The stage was not of adequate size and was not located to have convenient access to language arts and music instructional areas and close to seating.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided. There was no locker/dressing room available.
- 17.1.15. Health service units.** A locked refrigerator was not available.



### **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.

**Given the achievement levels of students in the economically disadvantaged students (SES) and special education (SE) subgroups, Keyser Primary/Middle School and Mineral County must implement high level instructional strategies that will improve students' achievement. Mineral County must actively pursue assistance from RESA VIII, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
53-103 Keyser Primary/Middle	Temporary Accreditation	6.1.1; 6.1.2; 6.1.5; 6.1.6; 6.1.7; 6.1.9; 6.2.1; 6.2.3; 6.2.4; 6.6.3; 6.8.1		
			5.1.1. (SE)	May 31, 2007

**Education Performance Audit Summary**

The Team identified eleven (11) high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for special education (SE) subgroups. The Team also presented three (3) recommendations.

Keyser Primary/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 SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Keyser Primary/Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.