

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**PETERSTOWN MIDDLE SCHOOL**

**MONROE COUNTY SCHOOL SYSTEM**

**DECEMBER 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Peterstown Middle School in Monroe County on December 1, 2004.

A Follow-up Education Performance Audit of Peterstown Middle School in Monroe County was conducted October 17, 2005. 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."

## SCHOOL PERFORMANCE 2003-2004

**57 MONROE COUNTY**  
Dr. Lyn Guy, Superintendent  
**301 PETERSTOWN MIDDLE SCHOOL - Needs Improvement**  
James Gore, Principal  
Grades 05 - 08  
Enrollment 339

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	303	322	319	99.07	65.78	Yes	Yes	✓
White	299	318	315	99.06	65.65	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	158	176	174	98.86	58.59	Yes	Confidence Interval	✓
Spec. Ed.	75	82	82	100.00	26.66	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	303	322	319	99.07	81.72	Yes	Yes	✓
White	299	318	315	99.06	81.48	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	158	176	174	98.86	77.70	Yes	Yes	✓
Spec. Ed.	75	82	82	100.00	52.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year  
\* -- 0 students in subgroup  
\*\* -- Less than 10 students in subgroup

**Passed  
Attendance Rate = 96.6%**

## SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

**57 MONROE COUNTY**  
Dr. Lyn Guy, Superintendent

### 301 PETERSTOWN MIDDLE SCHOOL - Needs Improvement

James Gore, Principal  
Grades 05 - 08  
Enrollment 345

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	308	329	328	99.69	77.19	Yes	Yes	✓
White	303	324	323	99.69	77.48	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	154	173	172	99.42	70.58	Yes	Yes	✓
Spec. Ed.	80	84	84	100.00	43.75	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	308	329	328	99.69	82.73	Yes	Yes	✓
White	303	324	323	99.69	82.78	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	154	173	172	99.42	77.77	Yes	Yes	✓
Spec. Ed.	80	84	84	100.00	47.50	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.4%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

Peterstown Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: 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 address 5.1.1. Achievement.

### FOLLOW-UP REVIEW

**NONCOMPLIANCE.** Data showed that some progress had been made in 5.1.1. Achievement in the special education students (SE) subgroup in mathematics. However, the SE subgroup did not achieve mastery in reading language/arts. The school was in the process of revising the United School Improvement Plan (USIP) for the 2005-2006 school year.

Special education teachers received professional developing in reading and more special education students were included in the general education classes.

## EDUCATION PERFORMANCE AUDIT

### NONCOMPLIANCES

#### 6.1. Curriculum

#### 6.1.4. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)

The Home Base Period cannot be considered instructional time. This is a one hour period that is used for activities such as study hall, physical activities such as walking, and some reteach instruction. Given the deficiency in the special education (SE) subgroup, this time would be better utilized working toward student achievement.

### FOLLOW-UP REVIEW

**PARTIAL COMPLIANCE.** The Home Base Period had been restructured to provide time for sustained silent reading and reteaching. However, part of the period was still being used for walking by some classes. Given the fact that all students participate in a "Fitness for Life" class each day, the priority of the Home Base Period should be instruction. According to the principal, special education students were assigned to a resource room during the Home Base Period.

- 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)**

Computer laboratories/classroom computers were not being fully utilized. While several computers were observed to be in operation and utilized, the majority of computers were not in use.

**FOLLOW-UP REVIEW**

**COMPLIANCE. The Team observed that the computer laboratories were being utilized.**

- 6.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in W.Va. 126CSR42 West Virginia Board of Education 2510 (hereinafter 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)**

Foreign language was not being taught. The teacher of Spanish resigned at the beginning of the school year and a replacement had not been hired. The principal indicated that the central office has been unsuccessful in finding a replacement. The Team recommended that Distance Learning classes be explored in the event that a qualified teacher could not be hired.

**FOLLOW-UP REVIEW**

**COMPLIANCE. Spanish was being delivered through distance learning.**

- 6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

Schoolwide multicultural activities were not in place. When asked about the multicultural activities, the Team noted that some activities were in place; however, a formal program was not in place that the teachers or students could articulate and the harassment and bullying plan could not be described by a high number of teachers and students.

**FOLLOW-UP REVIEW**

**COMPLIANCE. A multicultural plan had been developed and implemented. The Team observed multicultural activities in classes.**

- 6.1.13. 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)**

Instructional time throughout the day was insufficient. Through calculations of the daily schedule, the Team found that students received only 279 minutes per day. This is 51 minutes short of the required 330 minutes.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The schedule had been revised to provide the required number of instructional minutes for each grade.

## **6.2. Student and School Performance**

- 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)**

Two teachers had insufficient lesson plans. In many of the daily plans the lesson plans were blank, or only had one or two words to describe the lessons for the day. It would have been impossible for a substitute teacher to follow these plans, nor did the plans provide scope and sequence for instruction.

The Team interviewed teachers and administration and reviewed lesson plan books and found that lesson plans were not reviewed a minimum of once each quarter. In consideration of the special education (SE) subgroup failing to achieve adequate yearly progress (AYP) and the economically disadvantaged subgroup (SES) making AYP in mathematics by application of the confidence interval, it is especially essential that the principal review plans and provide feedback to improve instruction.

### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** The Team randomly reviewed teacher lesson plans and observed that the principal checked the lesson plans; however, some of the marginal lesson plans reviewed did not include comments from the principal. When the Team asked the principal if comments were included in the lesson plans, the principal indicated that lesson plans were checked but written comments were not included.

#### **6.4. Regulatory Agency Reviews**

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §1.4.23; Policy 4334; Policy 4336)**

Three items on the most recent Fire Marshal's report had not been addressed. These included the following.

1. Install smoke detector in the main electrical distribution room. SFC 11 (12/02)
2. Install blanks in the electrical panel near the fire alarm panel. NFPA 70 (10/03)
3. Rooms in the corridor must have a self-closing device. NFPA 101: 8.2.3.2.3.2. (10/03)

#### **FOLLOW-UP REVIEW**

#### **NONCOMPLIANCE.**

**Item number two had been corrected.**

**Item numbers one and three had not been corrected.**

#### **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, it was 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.

#### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE. One teacher with three to six years service had an evaluation completed on June 8, 2005; however, observation/data collection forms were not available to verify that classroom observations had been conducted.**

**One teacher with three to six years service had an evaluation completed on June 5, 2005 with one observation conducted on October 28, 2004; however, the second observation was conducted on April 26, 2005 and was not signed by the teacher until June 7, 2005 and did not include the principal's signature or a date.**



One teacher with zero to two years service (employed January, 2005) had one evaluation dated June 9, 2005; however, the required number of observations was not conducted. The teacher had one observation dated April 3, 2005.

The Team did not find mutually established goals or a final observation for the instructional support personnel (counselor) in the personnel files.

## **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)

Due to the number of deficiencies found at Peterstown Middle School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA I be sought to assist the building administrator in the operation of the school.

### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** When asked during an interview if the principal had requested or received assistance from the central office administration, the West Virginia Department of Education, or RESA I in the operation of the school, the principal indicated that assistance had not been requested and none had been received.

### **RECOMMENDATIONS**

**6.1.1. Curriculum based on content standards and objectives.** Instructional Goals and Objectives (IGOs) were posted on the wall in Room 20. The Team recommended that the IGOs be removed, as the curriculum must be based on the current Content Standards and Objectives (CSOs).

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The Team determined that all teachers were utilizing the Content Standards and Objectives (CSOs).

**6.1.3. Learning environment.** School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

**NEW ISSUE** The Team observed that the Grade 6 class “Fitness for Life” was being taught to 67 students in one class period. The principal indicated that “Fitness for Life” was a new class based upon the Content Standards and Objectives for physical education and that students received a grade for the class. The Team recommended that scheduling alternatives be explored to reduce the number of students in the class.

- 6.7.1. School rules, procedures, and expectations.** Although the students were generally well behaved and orderly in the hallways during class changes, there was minimal staff supervision during this time. On the average, only one or two teachers were observed to be in the hallways during class changes. This practice opens the possibility of safety and discipline issues arising. The Team recommended that more supervision of students by adults be conducted during class changes.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The Team observed that students were orderly and mannerly during class change time and teachers were monitoring students as classes were changing.

## **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 Peterstown Middle School in providing a thorough and efficient system of education. Indicators of Efficiency shall not be used to affect the approval status of Monroe 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.**

The Home Base period was not being used effectively or efficiently. It was not considered academic time as there were no Content Standards and Objectives (CSOs) for the period and no formal schedule for the students. Peterstown Middle School also lacked the required instructional time. If the Home Base period were restructured, these issues could be resolved and student achievement could be more adequately addressed.

### **FOLLOW-UP CONCLUSION**

**While some changes had been made to the Home Base Period, some classes were still using part of the period for walking and physical activity even though all students participated in a Fitness for Life class each day. The Curriculum Team should reevaluate the Home Base Period to determine its effectiveness.**

## **BUILDING CAPACITY TO CORRECT DEFICIENCIES**

- 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 Peterstown Middle School and Monroe County have the capacity to correct the identified deficiencies with the assistance of the West Virginia Department of Education and RESA I.

### **FOLLOW-UP CONCLUSION**

**The Team recommended that the West Virginia Department of Education and RESA I assist Peterstown Middle School and Monroe County in correcting the identified deficiencies. Particular attention should be given to maximizing the instructional day to ensure that students are fully engaged in the instructional process. The school has not developed its capacity to correct the noncompliances.**

## 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.

- 17.1.1. School location.** The site did not contain 11 acres +1 acre for each 100 students over 600 and the site was not large enough for future expansion.
- 17.1.8. Grades 1-12 classrooms.** Rooms 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18 were not of adequate size (28-30 square feet/student). Room 5 (Library) did not have a chalkboard or bulletin boards. Room 20 did not have various communications technologies.
- 17.1.10. Specialized instructional areas.** The art facility was not of adequate size and did not have adequate storage, a ceramic kiln, or blackout areas. The music facility was not of adequate size and did not have a podium or acoustical treatment. The physical education facilities were not of adequate size and did not have a drinking fountain, provisions for two or more teaching stations, or a display case.

- 17.1.11. Grades 6-12 science facilities.** The science facilities were not of adequate size and did not have the following: Ventilation fume hood, demo tables, laboratory workspace with sink/water/gas/electricity, balance cases, darkening provisions, or adequate storage.
- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size; was not located to have convenient access to language arts and music instructional area and close to seating; and did not have acoustical panels, a film screen, and controlled illumination.
- 17.1.14. Food service.** The food service area could not accommodate 3/8s of the middle school student body. A teachers' dining area of adequate size was not provided. The kitchen was not of adequate size and a locker/dressing room was not provided.
- 17.1.15. Health service units.** The health services unit was not of adequate size and did not contain the following: Curtained or small room with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, or desk and chair.

#### **FOLLOW-UP CONCLUSION**

**The facility resource needs remained as noted in the January 2005 Draft Report.**

## **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 special education (SE) subgroup, Peterstown Middle School and Monroe County must implement curriculum and instruction that will improve students' achievement. Monroe County must actively pursue assistance from RESA I, 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.

### **TEAM SUMMARY**

**Professional development in reading was provided for teachers of special education students. In addition, Concord University provided staff development in differentiated instruction and inclusion. RESA I provided staff development in "Test Mate Clarity," and "I Know" website. Instructional strategies based on Marzano and Lazotte were also provided by county staff development sessions.**

## SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Monroe County School System and continue the Temporary Accreditation status of Peterstown Middle School and the school be given a May 1, 2006 directive to correct the remaining Education Performance Audit noncompliances or be determined to be Seriously Impaired with the ensuing consequences as stated in W. Va. Code §18-2E-5 and Policy 2320.

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
57-301 Peterstown Middle	Temporary Accreditation	6.2.3; 6.4.1; 6.6.3; 6.8.1		May 1, 2006
			5.1.1 (SE)	May 31, 2007