

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

PETERSTOWN MIDDLE SCHOOL

MONROE COUNTY SCHOOL SYSTEM

JANUARY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Peterstown Middle School in Monroe County was conducted on December 1, 2004. 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 D. Brock, Coordinator

West Virginia Department of Education Team Leader – Bruce Hollis, Coordinator, Office of Technical and Secondary Program Improvement

TEAM MEMBERS

Name	Title	School/County
James Brannon	Elementary Principal	Cross Lanes Elementary Kanawha County
Denver Drake	Middle School Principal	Braxton County Middle Braxton County
Stephen Higgins	Junior High Principal	Miller Junior High Marion County
Dr. Jack Kaufman	Professor of Education	Mercer County

SCHOOL PERFORMANCE

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

57-301 PETERSTOWN MIDDLE SCHOOL - Needs Improvement

MONROE COUNTY

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
Mathematics								
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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%

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	86	81	84	79	97.67	3.80	18.99	59.49	15.19	2.53	77.22
06	100	95	100	95	100.00	11.58	34.74	46.32	7.37	0.00	53.68
07	64	60	64	60	100.00	6.67	33.33	48.33	11.67	0.00	60.00
08	72	67	71	67	98.61	4.48	20.90	55.22	19.40	0.00	74.63

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	86	81	84	79	97.67	2.53	12.66	48.10	32.91	3.80	84.81
06	100	95	100	95	100.00	6.32	17.89	51.58	21.05	3.16	75.79
07	64	60	64	60	100.00	1.67	16.67	53.33	26.67	1.67	81.67
08	72	67	71	67	98.61	1.49	11.94	47.76	31.34	7.46	86.57

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	2%	0	0%	6	10%	8	13%	39	62%	0	0%	2	3%	7	11%	63

Note: Eighty-five percent (85%) 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
56.49%	2003-04
54.76%	2002-03
63.157%	2001-02

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Peterstown 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 teachers worked well together and readily served on committees to enhance the educational services. Team planning was done with an emphasis on dealing with cross-curricular planning and student discipline.

The school provided after-school tutoring/enrichment programs for students having difficulty mastering the core area content. This program was scheduled from October 2004 through May 2005. Students were provided more one-on-one instruction, which will improve student achievement.

6.1.3. Learning environment. A positive environment permeated the building. Through interviews with teachers and students, it was obvious that there was a great deal of pride in the school and that students and staff enjoyed being there.

The facility was clean and inviting. Given the age of the facility, the building was well maintained and free of vandalism.

HIGH QUALITY STANDARDS

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

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.

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.

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.

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.

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.

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.

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)

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.

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.

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).

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.

Exemplary Programs & Practices

6.1.5. Instructional strategies

Title: New River Watershed Study

Description of Program

The Grade 6 class, under the supervision of the classroom science teacher and a ranger from the New River Gorge National Park, make monthly field trips to the New River in Giles County, Virginia.

The program is designed to extend across the curriculum and coordinate activities that foster proficiency in mathematics, science, geography, and language arts. Grade 7 students who participated in the program the previous year, maintain a 3.0 grade point average (GPA), and show enthusiasm for the study are also involved in the program as group leaders in the field activities.

Each month approximately 15 students are chosen at random to make the trip to the New River. Students are divided into three groups of five with one Grade 7 student as mentor. Special education students and their teachers participate in the trip.

Each group of students is given a kit with various tools and a laboratory sheet to conduct specific tests on the river. The students test for water clarity and temperature, pH, dissolved oxygen, nitrates, and orthophosphates.

Two hours are required to run the tests and record the data. Once data are recorded, the groups gather on the riverbank and compare their results. Results of the tests are charted and the data are evaluated. Students receive a grade for their laboratory sheets and graphs.

The park ranger teaches one day a week for six weeks during January and February. Students become aware of how important water is in their daily lives and perform activities to determine how much water each person uses and how to conserve it. The ranger teaches about how the geography affects the water supply and how to read a topographical map.

Summary of Results

Ninety-one percent (91%) of Grade 6 regular education students attained mastery in science on WESTEST. Three achieved distinguished; 24 achieved above mastery; and 47 achieved mastery.

Grades 7 and 8 students who had previously completed river studies scored well on the science WESTEST. Eighty-six percent (86%) of all Grade 7 attained mastery or above; Grade 8, 93 percent.

Mark Bollinger, ranger from New River Gorge National Park, has helped supervise the program for four years. He continues to show interest and enthusiasm, and his expertise is invaluable.

Five parents have volunteered to help students complete the laboratory work on the river.

A six-week summer camp has been held by the teacher and ranger for the past two years. It is a continuation of the New River study and also includes Wolf Creek in Giles County. Approximately 15 students have attended each summer.

Contact: Betty Brown Phone: (304) 753-4322 Email: btbrown@access.K12.wv.us

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 Peterstown Middle School in providing a thorough and efficient system of education. Monroe 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 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.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.4. Instruction.	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
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830
6.1.13. Instructional day.	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
6.4.1. Regulatory agency reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711
6.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-3401
6.8.1. Leadership.	Center for Professional Development (304) 558-0539; 1-800-983-7348

- 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.

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.

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.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
57-301 Peterstown Middle	Temporary Accreditation	6.1.4; 6.1.7; 6.1.9; 6.1.12; 6.1.13; 6.2.3; 6.4.1; 6.6.3; 6.8.1		September 1, 2005
			5.1.1 (SE)	

Education Performance Audit Summary

The Team identified nine (9) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup.

Peterstown 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 Peterstown Middle School in improvement efforts. The school and county have until the next accreditation cycle (September 1, 2005) to correct deficiencies noted in the report and Peterstown Middle School has a Date Certain of May 31, 2007 to achieve adequate yearly progress (AYP) for 5.1.1. special education (SE).