

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

GEORGE WASHINGTON MIDDLE SCHOOL

PUTNAM COUNTY SCHOOL SYSTEM

JANUARY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of George Washington Middle School in Putnam County was conducted on December 6, 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 – Michael W. Kessinger, Retired

West Virginia Department of Education Team Leader – Kathy Boone, Assistant Director, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Donna Barksdale	Middle School Principal	Pleasants County Middle School Pleasants County
Janet Murray	Director Title I	Jackson County
Lisa Woo	Middle School Principal	Andrew Jackson Middle School Kanawha County

SCHOOL PERFORMANCE

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

72-305 GEORGE WASHINGTON MIDDLE SCHOOL - Needs Improvement

PUTNAM COUNTY

Tom Tull, Principal
Grades 06 – 08
Enrollment 288

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	283	291	286	98.28	73.47	Yes	Yes	✓
White	283	291	286	98.28	73.47	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	154	160	156	97.50	67.54	Yes	Yes	✓
Spec. Ed.	70	73	69	94.52	31.34	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	283	291	288	98.97	80.35	Yes	Yes	✓
White	283	291	288	98.97	80.35	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	154	160	157	98.13	74.17	Yes	Yes	✓
Spec. Ed.	70	73	72	98.63	49.27	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 93.1%

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	86	85	85	84	98.84	8.33	20.24	54.76	11.90	4.76	71.43
07	118	116	117	116	99.15	4.31	27.59	47.41	17.24	3.45	68.10
08	87	82	84	79	96.55	7.59	8.86	49.37	30.38	3.80	83.54

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	86	85	85	84	98.84	4.76	21.43	48.81	13.10	11.90	73.81
07	118	116	118	116	100.00	2.59	18.10	46.55	25.00	7.76	79.31
08	87	82	85	80	97.70	0.00	11.25	43.75	31.25	13.75	88.75

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	1%	1	1%	11	11%	14	14%	60	58%	3	3%	3	3%	10	10%	103

Note: Eighty-four percent (84%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Frequency - Number of students
 % - Percentage of students

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

Percentage of Students	School Year
57.00%	2003-04
61.02%	2002-03
46.103%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

George Washington 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; however, the Team determined that the revised USIP did not provide specific strategies to increase student achievement. The USIP was written in general terms and did not provide direction to teachers.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.6. **Instruction in writing.** The Team observed samples of student writing and student interviews indicated that writing was an important component of instruction in all classes.
- 6.2.4. **Data analysis.** Student achievement data were analyzed and student deficiencies were identified. Assessment results were distributed to teachers.
- 6.7.1. **School rules procedures and expectations.** The Team observed that the students were polite and orderly. Students were focused on instruction and were actively engaged. When asked during interviews, students indicated they felt safe at school.

HIGH QUALITY STANDARDS

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

6.1. Curriculum

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)

There was inconsistency in the use of the Sustained Silent Reading (SSR) time. Some classes were monitored closely while others were not. When asked during interviews students indicated that some did not read and teachers did not approve their reading material and there was little accountability. The Team determined that 30 minutes daily was not being utilized in all classes for SSR.

6.1.6. 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 did not see evidence that the computer laboratory was being fully utilized for individual student instruction. The Team did not see that technology was integrated in all areas of instruction. Instructional software was not utilized to meet individual student needs; rather, all students used the same instructional lessons for skill improvement.

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)

While the school had numerous multicultural activities in place there was not a countywide plan for implementing Policy 2421 in place.

6.2. Student and School Performance

6.2.1. Unified County and School Improvement Plans. 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.

The revised Unified School Improvement Plan (USIP) was not specific and did not provide teachers with clear, concise direction to improve student achievement.

6.6. Personnel

- 6.6.2. Licensure.** Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

Two special education teachers were not licensed for their assignment.

RECOMMENDATIONS

- 6.1.1. Curriculum.** The Team recommended that the principal and county staff monitor instruction to assure that instructional skills provided in staff development are being implemented in the classrooms. The Team also recommended that the curriculum mapping and the concept maps be monitored to assure that all teachers are using the prioritized curriculum.
- 6.1.2. High exectations.** The Team observed that students were grouped by achievement on the WESTEST for instruction. The principal indicated that the grouping was flexible and students were not grouped for all subjects. The Team recommended that the Curriculum Team reassess this practice to assure that all students are provided instruction at a high level.

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.

7.1.5. School personnel. Adequate administrative, instructional, support, and service personnel are provided to deliver the programs of study and services that meet West Virginia Code and West Virginia Board of Education policies. (Policy 2320; Policy 2510; Policy 2520; et al.)

Inclusion of special education students was being implemented in Grade 6 as a tool to increase student achievement; however, the principal indicated that inclusion could not be implemented in Grades 7 and 8 because of the limited special education staff. The principal indicated that inclusion could be implemented at each grade level with the addition of one special education teacher.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.6. Library/educational technology access and technology application.	West Virginia Department of Education Office Instructional Technology (304) 558-7880
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.2.1. Unified School Improvement Plan.	West Virginia Department of Education Office of School Improvement (304) 558-2651
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

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 George Washington Middle School and Putnam County Schools have the capacity to increase student achievement and correct the identified deficiencies.

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.

17.1.3. Teachers' workroom. The teachers' workroom did not have adequate space.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
72-305 George Washington Middle	Temporary Accreditation	6.1.5; 6.1.6; 6.1.12; 6.2.1; 6.6.2		September 1, 2005
			5.1.1 (SE)	

Education Performance Audit Summary

The Team identified five (5) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup.

George Washington 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 George Washington 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.