



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BECKLEY-STRATTON MIDDLE SCHOOL

RALEIGH COUNTY SCHOOL SYSTEM

MAY 2011

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Beckley-Stratton Middle School in Raleigh County was conducted January 13, 2010.

A Follow-up Education Performance Audit of Beckley-Stratton Middle School in Raleigh County was conducted March 18, 2011. 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

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

74 RALEIGH COUNTY

Dr. Charlotte Hutchens, Superintendent

409 BECKLEY-STRATTON MIDDLE SCHOOL – Needs Improvement

Rachel Pauley, Principal

Grades 06-08

Enrollment 658 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

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
Mathematics								
All	588	644	639	99.22	47.52	Yes	Confidence Interval	✓
White	412	457	454	99.34	54.50	Yes	Yes	✓
Black	155	166	164	98.79	27.09	Yes	No	X
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	16	16	16	100.00	62.50	NA	NA	NA
Low SES	366	411	407	99.02	35.79	Yes	No	X
Spec. Ed.	63	76	75	98.68	15.87	Yes	No	X
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	588	644	636	98.75	58.70	Yes	Yes	✓
White	412	457	451	98.68	64.14	Yes	Yes	✓
Black	155	166	164	98.79	42.58	Yes	No	X
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	16	16	16	100.00	75.00	NA	NA	NA
Low SES	366	411	406	98.78	50.27	Yes	Confidence Interval	✓
Spec. Ed.	63	76	74	97.36	14.28	Yes	No	X
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 94.7%**

74 RALEIGH COUNTY
Dr. Charlotte Hutchens, Superintendent
409 BECKLEY-STRATTON MIDDLE SCHOOL – Needs Improvement
Rachel Pauley, Principal
Grades 06-08
Enrollment 669 (2nd month 2009-10 enrollment report)

WESTEST 2009-2010

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
Mathematics								
All	603	661	661	100.00	39.30	Yes	Yes	✓
White	417	457	457	100.00	42.92	Yes	Yes	✓
Black	167	182	182	100.00	24.55	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	12	12	12	100.00	91.66	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	77	92	92	100.00	6.49	Yes	No	✗
Low SES	396	445	445	100.00	31.31	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	603	661	658	99.54	44.09	Yes	Yes	✓
White	417	457	456	99.78	49.51	Yes	Yes	✓
Black	167	182	180	98.90	27.71	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	12	12	12	100.00	75.00	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	77	92	92	100.00	6.49	Yes	No	✗
Low SES	396	445	443	99.55	36.04	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 94.3%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Beckley-Stratton Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education (SE) subgroup in mathematics. In accordance with Section 10.6 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 December 2009 State Board meeting.

Beckley-Stratton Middle School failed to achieve AYP in the special education (SE) subgroup in mathematics. Beckley-Stratton Middle School achieved AYP in the all students (AS) subgroup in mathematics for the 2008-2009 school year and in the economically disadvantaged (SES) subgroup in reading/language arts only by application of the confidence interval. Furthermore, the racial/ethnicity black (B) and economically disadvantaged (SES) subgroups were 1st year out on AYP on the NCLB accountability percent proficient in mathematics and the B and SE subgroups were 1st year out on NCLB accountability in reading/language arts. The percent proficient of the B, SES, and SE subgroups showed a huge gap in achievement from that of the all students (AS) and racial/ethnicity white (W) subgroups.

All subgroups declined dramatically in percent proficient from the previous year. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 6 – 50.72 percent in mathematics and 42.11 percent in reading; Grade 7 – 51.30 percent in mathematics and 40.41 percent in reading; Grade 8 – 55.68 percent in mathematics and 41.30 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Standards Based Instruction.
2. Depth of Knowledge.
3. TechSteps.
4. Thinkfinity.
5. Calculator Training.
6. Reading Literacy Strategies.
7. 6 + 1 Traits of Writing.
8. Classroom Management.

9. Schoolwide Discipline Plan.
10. Respect and Protect.

FOLLOW-UP REVIEW

STANDARD MET.

Beckley-Stratton Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts. The percent of students scoring proficient in mathematics and reading/language arts in the special education subgroup declined on the 2009-2010 WESTEST 2. The racial/ethnicity black (B) subgroup and economically disadvantaged (SES) subgroup achieved AYP by application of the confidence interval. Trainings and interventions included: 1. Co-teaching strategies; 2. staff development on high expectations and depth of knowledge in instruction; 3. established professional learning communities (PLC); 4. provided additional time for academic coaches; 5. a collaboration with Concord College (S.T.E.P.S. II Strategies for Teaching and Effective Practices) was in place; 6. provided after school programs in reading, math, and homework help; 7. established an academic counseling program; and 8. provided additional instruction in math and reading to students who scored less than proficient on the WESTEST 2.

The 2009 to 2010 WESTEST 2 Improvement Report showed that all grades (6, 7, and 8) at Beckley-Stratton Middle School showed improvement in both mathematics and reading/language arts.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Beckley Stratton Middle School performed within the point range (504-422) for full accreditation status.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

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

7.1. Curriculum

7.1.2. 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 educational opportunities including enrichment and acceleration. (Policy 2510)

The Team observed numerous students off task during the day of the Education Performance Audit. Students in several mathematics courses were playing a mathematics Jeopardy game and the teacher did not provide feedback to students when an answer was incorrect; they simply moved on to the next question. No direct instruction was observed in Grade 6 mathematics classes on the day of the Education Performance Audit. Additionally, direct instruction was not observed. In a physical education classroom when students were excluded in a game, they did not have the opportunity to play the game for an extended amount of time until the next game started. The Team observed at least 20 classrooms in which students were not on task for extended time periods. The Team observed low level Depth of Knowledge (DOK) in lesson plans and in classroom instruction.

Grade 7 students were being used as office aides. These were said to be the high achieving and well behaved students. It was further stated that instead of taking an elective, the students could work in the office.

In light of the declining test scores, this practice was not in the best interest of the students. This was seen as educational time loss for these students and it is advised that these students be placed in classes with rigor and relevance. It is difficult to provide all courses required in middle school without removing students to serve as office aides. The Team further observed that the office aides were doing little during this time.

FOLLOW-UP REVIEW

COMPLIANCE. The Team visited most classrooms, observed instruction, and interviewed teachers. Teachers were well prepared and students were actively involved in learning. No students were observed to be off task during the Team's classroom observations. Teachers were varying instructional activities about every 10-15 minutes. The school administrators performed daily classroom walkthroughs to observe instruction and provide assistance to teachers when needed.

Students no longer served as office aides.

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

The Team observed a “KKK” symbol visible on the stall wall in the boys’ rest room. Some students indicated that bullying was a major problem in Grades 7 and 8. Grade 8 teachers indicated drugs were an issue as well, but instances were dealt with in a thorough and timely manner. It was indicated that incidents of fighting and bullying had declined from previous years.

FOLLOW-UP REVIEW

COMPLIANCE. The school established a Respect and Protect Program to improve student behavior. Staff members were assigned to monitor rest rooms whenever students were outside the classrooms. Custodians routinely checked the rest rooms each day and removed any marking. The Education Performance Audit Follow-Up Team inspected the rest rooms several times on the day of the visit and did not observe problems.

Interviews with students and staff provided information that bullying may occasionally take place, but it was not a major problem. Student behavior throughout the day, as observed by the audit follow-up team, was very good. Drugs were not viewed as a major issue by the staff and students interviewed.

Implementation of the Respect and Protect program and a more comprehensive student supervision program appeared to have had a major impact on orderliness in the school. These efforts will need to be sustained to maintain a safe and nurturing environment that is conducive to learning.

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

The Team observed that all special education teachers were not effectively utilized during inclusion courses. They participated more in the role of an aide and did not actively participate in curriculum delivery. The low WESTEST 2 special education (SE) percent proficient in addition to the lack of involvement of the special education teachers provided a compelling indication that these teachers must be effectively utilized in instruction.

FOLLOW-UP REVIEW

COMPLIANCE. Raleigh County Schools Central staff provided comprehensive training on strategies used in co-teaching. All general education teachers and all special education co-teachers attended the training. The support to classrooms with co-teachers was ongoing. Classrooms with co-teachers visited by the Team were working smoothly and the Team could not distinguish between the general education and special education teachers.

- 7.1.7. 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)

Technology application was limited schoolwide. The laboratory was scheduled on a first come first serve basis the previous year for the current school year. Teachers at all grade levels expressed that they did not have adequate access to technology and were hopeful this process would change to allow more access.

FOLLOW-UP REVIEW

COMPLIANCE. Six new mobile computer laboratories were provided to be used primarily in mathematics and reading/language arts. These new labs, along with the computer laboratories that were already available in the school, provided adequate access to this technology as reported by the teachers. The scheduling process for the computer laboratory in the library was adjusted to make it more easily available to staff when needed. This laboratory was being used primarily by the science and social studies teachers.

- 7.1.9. 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)

Physical education was not being offered to the level required by West Virginia Board of Education Policy 2510. It was rotated with art and music; consequently, students were not provided a full semester of physical education. Spanish and other electives were not being offered or taught to students identified as "Below Mastery" on WESTEST 2 as these students were enrolled in classes to prepare them for the WESTEST 2.

FOLLOW-UP REVIEW

COMPLIANCE. The principal, with the assistance of the West Virginia Department of Education, Assistant Director, Office of Healthy Schools, devised a schedule that meets the time requirements for physical education required by West Virginia Board of Education Policy 2510. This schedule of classroom instruction and activities has been implemented.

Spanish and other electives were being offered to all students.

7.2. Student and School Performance

7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

Guidance counselors were not spending at least 75 percent of the work day in a direct counseling relationship with students. Counselors were working with test coordination, student enrollment, and other clerical duties.

FOLLOW-UP REVIEW

COMPLIANCE. Interviews with the two school counselors and a review of their activity logs verified at least 75 percent of the work day was spent in a direct counseling relationship with students.

7.2.3. 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)

Lesson plans were vague and several plans included lessons recycled from previous years. Dates were not evident on one teacher's lesson plans. One teacher had lesson plans that he indicated he has used for "27 years". However, the Team observed this teacher as being a dynamic teacher and engaging students during the entire period.

FOLLOW-UP REVIEW

COMPLIANCE. The school staff studied various lesson plan formats and arrived at the items that would be required in all teachers' lesson plans. Teachers have some choice as to the format used in individual lesson plans, but the Team found most teachers were using some variation of the "Janet Benincosa" lesson plan. The Team reviewed many teachers' lesson plans and found them to be well developed and adequate for use by a substitute teacher. One teacher whose

lesson plans were cited has left the school and the other teacher whose lesson plans were cited had detailed up-to-date plans.

RECOMMENDATION

7.1.12. Multicultural activities. The Team found the school did not have a Multicultural Plan. However, the Team identified multicultural activities in individual teacher's classrooms and included in lesson plans. The Team recommended that the school develop a Multicultural Plan or adopt the county plan.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

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 Beckley-Stratton Middle School in providing a thorough and efficient system of education. Raleigh 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 Raleigh 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.

This is the current principal's first year. The Team believed that she has the necessary qualifications to correct the deficiencies over time; however, it is imperative that the Raleigh County Central Office provide the assistance needed to enable and support the principal in school improvement. The principal had a great knowledge of the needs of the school and a clear vision of the issues that affect student achievement and what it would take to correct the issues. The principal must actively seek assistance from the Raleigh County Central Office, RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education in operating the school and providing high quality, research based staff development.

FOLLOW-UP CONCLUSION

The principal received assistance from the Raleigh County Superintendent and the central office staff in areas such as setting expectations, training in strategies for co-teaching, establishing and implementing the Respect and Protect program, and data analysis. The RESA 1 Director provided training in Depth of Knowledge (DOK) instruction and helped prepare a federal grant for a 21st Century After School program for the school which was funded. The West Virginia Department of Education staff members provided assistance with research analysis, physical education scheduling, and revising the strategic plan to address the Education Performance Audit findings.

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 Beckley-Stratton Middle School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic 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 recommended that the Raleigh County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

The West Virginia Department of Education, Office of School Improvement provided the assistance needed to prepare a plan for correcting the deficiencies and improving student and school performance. This plan is being implemented and the positive effects of the efforts of all the people involved with the implementation of the plan were beginning to be seen.

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.

19.1. 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 of West Virginia 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.

19.1.10. Specialized instructional areas. The art facility did not have a ceramic kiln.

FOLLOW-UP CONCLUSION

NO CHANGE.

EARLY DETECTION AND INTERVENTION

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

The principal and staff of Beckley-Stratton Middle School have been implementing and are continuing to implement the school improvement plan. School improvement in areas such as student behavior and staff planning are already obvious. The staff is anxiously awaiting testing results to see if student achievement is also improving

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
74-409 Beckley-Stratton Middle	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Beckley-Stratton Middle School.