



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BECKLEY-STRATTON MIDDLE SCHOOL

RALEIGH COUNTY SCHOOL SYSTEM

FEBRUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

| | Page |
|---|-----------|
| Introduction | 2 |
| Education Performance Audit Team | 2 |
| School Performance | 3 |
| Annual Performance Measures for Accountability | 6 |
| Education Performance Audit..... | 7 |
| High Quality Standards | 7 |
| Indicators of Efficiency | 10 |
| Building Capacity to Correct Deficiencies..... | 11 |
| Identification of Resource Needs | 12 |
| Early Detection and Intervention | 12 |
| Education Performance Audit Summary | 13 |

INTRODUCTION

An announced Education Performance Audit of Beckley-Stratton Middle School in Raleigh County was conducted January 13, 2010. 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 Five-Year Strategic 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 – Shelly Stalnaker, Coordinator,
Office of Healthy Schools

West Virginia Department of Education Team Leader – Dr. Fran Warsing, Superintendent,
Office of Institutional Education Programs

TEAM MEMBERS

| Name | Title | School/County |
|---------------------|-----------------------------------|--|
| Monica Beane | Assistant Director | Office of Instruction West Virginia Department of Education |
| Jason D. Browning | Middle School Assistant Principal | Chapmanville Middle School Logan County |
| Joshua D. Brumfield | High School Assistant Principal | Sherman High School Boone County |
| Dr. Beth Cipoletti | Coordinator | Office of Assessment, Accountability and Research West Virginia Department of Education |
| John Miller | Coordinator | Office of Assessment, Accountability and Research West Virginia Department 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 674 (2nd month 2007-08 enrollment report)

WESTEST 2007-2008

| 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 | 607 | 651 | 644 | 98.92 | 73.63 | Yes | Yes | ✓ |
| White | 441 | 468 | 463 | 98.93 | 76.88 | Yes | Yes | ✓ |
| Black | 150 | 167 | 165 | 98.80 | 62.00 | Yes | Confidence Interval | ✓ |
| Hispanic | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | * | * | * | * | * | * | * | * |
| Asian | 15 | 15 | 15 | 100.00 | 93.33 | NA | NA | NA |
| Low SES | 383 | 411 | 406 | 98.78 | 65.61 | Yes | Confidence Interval | ✓ |
| Spec. Ed. | 66 | 75 | 75 | 100.00 | 34.84 | Yes | No | ✗ |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 607 | 651 | 647 | 99.38 | 78.34 | Yes | Averaging | ✓ |
| White | 441 | 468 | 466 | 99.57 | 81.32 | Yes | Yes | ✓ |
| Black | 150 | 167 | 165 | 98.80 | 68.00 | Yes | Confidence Interval - Averaging | ✓ |
| Hispanic | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | * | * | * | * | * | * | * | * |
| Asian | 15 | 15 | 15 | 100.00 | 93.33 | NA | NA | NA |
| Low SES | 383 | 411 | 407 | 99.02 | 72.44 | Yes | Confidence Interval - Averaging | ✓ |
| Spec. Ed. | 66 | 75 | 75 | 100.00 | 42.42 | Yes | Safe Harbors | ✓ |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 94.6%**

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 | ✗ |
| Hispanic | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | ** | ** | ** | ** | ** | ** | ** | ** |
| Asian | 16 | 16 | 16 | 100.00 | 62.50 | NA | NA | NA |
| Low SES | 366 | 411 | 407 | 99.02 | 35.79 | Yes | No | ✗ |
| Spec. Ed. | 63 | 76 | 75 | 98.68 | 15.87 | Yes | No | ✗ |
| 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 | ✗ |
| 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 | ✗ |
| LEP | ** | ** | ** | ** | ** | ** | ** | ** |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 94.7%

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 | 228 | 209 | 228 | 209 | 100.00 | 11.00 | 39.71 | 38.28 | 9.09 | 1.91 | 49.28 |
| 07 | 214 | 194 | 213 | 193 | 99.53 | 9.84 | 41.45 | 35.75 | 9.33 | 3.63 | 48.70 |
| 08 | 202 | 185 | 198 | 185 | 98.02 | 23.78 | 31.89 | 37.30 | 5.41 | 1.62 | 44.32 |

| Reading | | | | | | | | | | | |
|----------------|--------------------|-----------------|---------------|-------------------|-------------------|---------------|----------------------|----------------|----------------------|----------------------|-------------------|
| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 06 | 228 | 209 | 226 | 209 | 99.12 | 5.26 | 36.84 | 34.93 | 19.14 | 3.83 | 57.89 |
| 07 | 214 | 194 | 213 | 193 | 99.53 | 4.15 | 36.27 | 37.31 | 22.28 | 0.00 | 59.59 |
| 08 | 202 | 185 | 197 | 184 | 97.52 | 2.72 | 38.59 | 47.83 | 9.78 | 1.09 | 58.70 |

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

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.

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.

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.

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.

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.

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.

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.

- 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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

The Team identified seven high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.
- 7.1.3. Learning environment.
- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.9. Programs of study.
- 7.2.2. Counseling services.
- 7.2.3. Lesson plans and principal feedback.

The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Beckley-Stratton Middle School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Beckley-Stratton Middle School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Beckley-Stratton Middle School and Raleigh County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle and give the school a May 31, 2014 Date Certain to achieve adequately yearly progress (AYP).