



**Office of Education
Performance Audits**

**SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT PROGRESS
REPORT**

FOR

ELKINS MIDDLE SCHOOL

RANDOLPH COUNTY SCHOOL SYSTEM

DECEMBER 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Elkins Middle School in Randolph County was conducted on February 26, 2008.

A Follow-up Education Performance Audit of Elkins Middle School in Randolph County was conducted October 6, 2008. The purpose of the follow-up was to check progress of the school and county in correcting the findings identified during the original Education Performance Audit. The Team found that one high quality standard had not been corrected.

A Second Follow-up Education Performance Audit at Elkins Middle School occurred October 22, 2009 to check if the remaining noncompliance had been corrected.

SCHOOL PERFORMANCE

The Second Follow-up Education Performance Audit Team checked identified noncompliances and recommendations to determine if they had been corrected. This section presents the initial Education Performance Audit Team's findings of noncompliances and recommendations, and the second follow-up review team's comments and status of compliance with the original citations.

75 RANDOLPH COUNTY

Susan Hinzman, Superintendent

401 ELKINS MIDDLE SCHOOL – Needs Improvement

David Roth, Principal

Grades 06 - 08

Enrollment 734 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

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	685	727	716	98.48	77.40	Yes	Yes	✓
White	671	713	702	98.45	77.22	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	359	393	383	97.45	69.88	Yes	Yes	✓
Spec. Ed.	91	106	103	97.16	35.95	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	685	727	721	99.17	83.87	Yes	Yes	✓
White	671	713	707	99.15	83.68	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	359	393	388	98.72	76.96	Yes	Confidence Interval	✓
Spec. Ed.	91	106	104	98.11	41.11	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 92.4%**

75 RANDOLPH COUNTY
Susan Hinzman, Superintendent
401 ELKINS MIDDLE SCHOOL – Needs Improvement
David Roth, Principal
Grades 06 - 08
Enrollment 704 (2nd month 2007-2008 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	660	684	678	99.12	79.42	Yes	Yes	✓
White	650	674	668	99.10	79.72	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	324	339	334	98.52	74.76	Yes	Yes	✓
Spec. Ed.	94	103	102	99.02	37.63	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	660	684	678	99.12	83.25	Yes	Yes	✓
White	650	674	668	99.10	83.15	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	324	339	336	99.11	76.47	Yes	Confidence Interval	✓
Spec. Ed.	94	103	101	98.05	40.86	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.0%

75 RANDOLPH COUNTY
 Dr. J.B. Phares, Superintendent
401 ELKINS MIDDLE SCHOOL – Needs Improvement
 David Roth, Principal
 Grades 06 - 08
 Enrollment 655 (2nd month 2008-2009 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	621	645	637	98.75	59.44	Yes	Yes	✓
White	606	628	620	98.72	59.59	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	329	342	335	97.95	47.98	Yes	Confidence Interval	✓
Spec. Ed.	69	73	69	94.52	16.66	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	621	645	636	98.60	70.73	Yes	Yes	✓
White	606	628	620	98.72	70.38	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	329	342	337	98.53	60.73	Yes	Yes	✓
Spec. Ed.	69	73	71	97.26	17.64	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 94.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Elkins Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts. Elkins Middle School achieved AYP in the economically challenged (SES) subgroup in reading/language arts only by application of the confidence interval. 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.

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 Elkins Middle School performed within the point range (841-724) for full accreditation status.

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

1. Summer Teaching Academy.
2. Response to Intervention (RTI).
3. Computer Laboratory.
4. Teacher Web Page Design.
5. New Teacher Orientation.

FOLLOW-UP REVIEW

STANDARD NOT MET. The 2007-2008 WESTEST results indicated that Elkins Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup for mathematics and reading/language arts. The school continued to achieve AYP in the economically disadvantaged (SES) subgroup for reading/language arts only by application of the confidence interval.

SECOND FOLLOW-UP REVIEW

STANDARD NOT MET. Elkins Middle School failed to achieve adequately yearly progress (AYP) in the special education (SE) subgroup for

mathematics and reading/language arts again with the 2008-2009 WESTEST 2.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

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

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Science teachers did not provide the 50 percent investigation, inquiry, experimentation requirement by Policy 2510. Instructional materials in the science department were not sufficient to deliver the science West Virginia Content Standards and Objectives (CSOs).

FOLLOW-UP REVIEW

NONCOMPLIANCE. Interviews and lesson plan review could not verify 50 percent hands-on instruction in science. Teachers reported that this is due, in part, to the inability to store sufficient science materials.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Science classroom instruction included the 50 percent investigation, active inquiry, and experimentation required in Policy 2520.3, *21st Century Science K-8 Content Standards and Objectives for West Virginia Schools*. Each science teacher maintained a classroom log to show the time students spend on hands-on science activities.

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 Elkins Middle School in providing a thorough and efficient system of education. Randolph 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 Randolph 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.

Special education teachers were aware of the deficiencies of the special education students (SE) subgroup and were taking steps to increase student achievement. Students were on task and challenged with high quality instruction and special education teachers were provided individual student data to assist in planning lessons.

The deficiencies in instructional strategies, the Five-Year Strategic Plan, and lesson planning were major indications of the reason for low student achievement. The principal articulated the needs of the school and could provide information on strategies that he was using to educate teachers on proper curriculum delivery; however, there appeared to be a break-down in the implementation of these strategies. The principal must continue to monitor program delivery, lesson plans, and writing across the curriculum to improve achievement and teachers must make themselves aware of the components of the school's Five-Year Strategic Plan and implement this plan, conduct weekly writing assignments, and maintain high-quality lesson plans that contain research-based instructional strategies that will improve achievement.

FOLLOW-UP CONCLUSION

A number of positive changes had been made since the original Education Performance Audit. The principal had spearheaded the initiative by providing high quality staff development and classroom observations to ensure high quality instruction.

SECOND FOLLOW-UP CONCLUSION

In response to failure to meet adequate yearly progress (AYP), the school implemented the following corrective actions. A greater emphasis had been

placed on the proper implementation of these programs and practices. The Team viewed this as a positive move to increase student achievement.

1. Three Tier Response to Intervention (RTI) Program – Tier I Regular Classroom with Differentiated Instruction; Tier II Target; Tier III Learning Skills.
2. Align West Virginia 21st Century content standards and objectives (CSOs) with Acuity Benchmark Testing and Prioritized Curriculum.
3. Differentiated Instruction and Varied Instructional Strategies.
4. Diagnostic Assessment Using Acuity and other formal/informal assessments.
5. WESTEST 2 data analysis.
6. Test Talk.
7. Increased Inclusion Services.
8. 21st Century Learning Skills (techSteps, Writing Roadmap, etc.).

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 Elkins 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.**

Capacity building needs to be developed for educators at the school in strategically implementing the teaching and learning process as indicated in the Five-Year Strategic Plan to improve student and school achievement. The plan was well-developed and identified the areas of need for the school, but was not being effectively implemented to fulfill this intent.

FOLLOW-UP CONCLUSION

Elkins Middle School demonstrated the capacity to address the issues and to correct them. The principal had teachers complete a five page workbook on the Five-Year Strategic Plan and its proper implementation in the classroom. All teachers were intimately aware of the plan and its role in addressing the school's deficiencies.

SECOND FOLLOW-UP CONCLUSION

Elkins Middle School continued to demonstrate the capacity to correct the issues cited in the original Education Performance Audit. All cited deficiencies had been addressed and corrected.

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.

- 19.1.1. School location.** The school site was not 11 acres, plus one acre for each 100 students over 600, and was not large enough for future expansion. The location was not removed from undesirable noise and traffic, was not well-landscaped, and was not suitable for special instructional needs, e.g., outdoor learning.
- 19.1.2. Administrative and service facilities.** The administrative office area did not include an adequate reception/waiting area or sufficient work space and privacy.
- 19.1.3. Teachers' workroom.** A teachers' work area of adequate size was not provided and access to communications technology was not available.
- 19.1.4. Counselor's office.** The counselor's office did not have adequate space.

19.1.8. Grades 1-12 classrooms. Storage was not adequate. The following were insufficient: Numbers of desks and chairs, audiovisual equipment, controllable lights, and outlets.

19.1.9. Grades K-12 remedial. The size of the remedial areas was not adequate.

19.1.10. Specialized instructional areas.

The art facility was not of adequate size and did not have sufficient storage. The following equipment and materials were not available: Two deep sinks, hot and cold water, counter space, display facilities, outlets, mechanical ventilation, ceramic kiln, and black-out areas.

The music facility was not of adequate size and sufficient storage was not provided. A chalkboard, bulletin board, and acoustical treatment were not provided.

The physical education facility was not of adequate size. The following equipment and materials were not adequate: Forced ventilation, provisions for two or more teaching stations, a display case, electrical outlets, and recording device.

19.1.11. Grades 6-12 science facilities. The science facilities were not of adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment and material were not provided: Sink, hot and cold water, gas, AC and DC current, air vacuum, chalkboard, bulletin boards, open and closed shelving, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, chairs/tables, darkening provisions, main gas shut-off, and adequate storage.

19.1.12. Grades 7-12 auditorium/stage. The middle school stage was not of adequate size and was not located to have convenient access to language arts and music instructional area and close to seating. Fire resistant curtains, acoustical panels, film screens, controlled illumination, and outlets were not available.

19.1.14. Food service. Adequate seating for dining and study purposes, chalkboard and bulletin board, and a teachers' dining area of adequate size were not available.

19.1.15. Health service units. A health service unit of adequate size was not available. Curtained or small rooms with cots, toilet, and scales were not provided.

FOLLOW-UP CONCLUSION

Elkins Middle School is temporarily located in modular buildings in the Elkins High School parking lot. Plans are to move the students back to the old middle school facility in August 2009.

SECOND FOLLOW-UP CONCLUSION

Elkins Middle School remained housed in the modular buildings on the grounds of Elkins High School. The plans to move the students to the renovated Elkins Middle School building was extended to January 2010.

SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education grant Full Accreditation status to Elkins Middle School.