

OFFICE OF EDUCATION PERFORMANCE AUDITS



SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

ELKINS MIDDLE SCHOOL

RANDOLPH COUNTY SCHOOL SYSTEM

NOVEMBER 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Elkins Middle School in Randolph County on October 5, 2004.

A Follow-up Education Performance Audit of Elkins Middle School in Randolph County was conducted October 10, 2005. 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."

A Second Follow-up Education Performance Audit Team returned to Elkins Middle School October 2, 2006 to check if the remaining noncompliances had been corrected.

SCHOOL PERFORMANCE 2004-2005

75 RANDOLPH COUNTY

Susan Hinzman, Superintendent

401 ELKINS MIDDLE SCHOOL – Needs Improvement

David Roth, Principal

Grades 06 - 08

Enrollment 763

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	735	767	763	99.47	75.92	Yes	Yes	✓
White	725	756	752	99.47	75.72	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	385	409	407	99.51	68.66	Yes	Yes	✓
Spec. Ed.	104	112	110	98.21	34.31	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	735	767	763	99.47	82.62	Yes	Yes	✓
White	725	756	752	99.47	82.66	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	385	409	407	99.51	75.97	Yes	Yes	✓
Spec. Ed.	104	112	110	98.21	42.15	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 96.4%**

SCHOOL PERFORMANCE 2005-2006

This section presents the performance measures and the Second Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

75 RANDOLPH COUNTY

Susan Hinzman, Superintendent

401 ELKINS MIDDLE SCHOOL – Needs Improvement

David Roth, Principal

Grades 06-08

Enrollment 729

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	720	764	744	97.38	77.27	Yes	Yes	✓
White	706	749	729	97.32	77.24	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	378	418	404	96.65	68.57	Yes	Yes	✓
Spec. Ed.	99	111	108	97.29	40.62	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	720	764	748	97.90	81.72	Yes	Yes	✓
White	706	749	733	97.86	81.79	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	378	418	405	96.88	73.56	Yes	Confidence Interval	✓
Spec. Ed.	99	111	107	96.39	43.15	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 92.8%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement

Elkins Middle School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1 Achievement, included: (SES) economically disadvantaged and (SE) special education students. 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 the deficiencies in 5.1.1 Achievement.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Elkins Middle School showed improvement in student performance by achieving adequate yearly progress (AYP) in the SES subgroup in mathematics and reading/language arts and in the SE subgroup in mathematics. Although improvement in achievement was shown in the SE subgroup for reading/language arts, the improvement in the scores did not reach mastery for the 2004-2005 school year.

Activities implemented by the school to improve student achievement included the following:

1. Another teacher was added to provide additional instruction in mathematics and language arts for students who scored below mastery on the WESTEST.
2. Assessment data were analyzed and the information was used to provide targeted instruction in reading and mathematics.
3. Teacher teams collaborated and instructed students within the team in the students' particular skill deficiencies.
4. Benchmark tests were instituted from the IKNOW web site.
5. The principal monitored instruction through lesson plan reviews and daily class walkthroughs.

SECOND FOLLOW-UP REVIEW CONCLUSION

NONCOMPLIANCE. The school failed to achieve AYP for the SE subgroup in reading/language arts. In order to close the achievement gap for this subgroup, the school continued the initiatives found in the first Follow-up Education Performance Audit. The principal continued to monitor student progress and investigate new methods and procedures to improve student achievement.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

6.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

Given the limitations imposed by the Art Room and lack of materials, the teacher could not deliver all the Content Standards and Objectives (CSOs). Art instruction concentrated on two-dimensional art projects. According to the teacher, little or no three-dimensional work was able to be done with the exception of some papier-mâché. Instruction in sculpture was limited. When asked about resources, the teacher indicated receiving \$125 for materials.

Instruction in science to meet the 50 percent investigation, active inquiry, and experimentation was limited by a lack of a science laboratory and materials and equipment.

FOLLOW-UP REVIEW

IN PROCESS. The carpet in the Art Room had been replaced with floor tile. The students were actively involved in the instruction even though the classroom was still limited. Randolph County had provided additional resources and equipment.

The science teachers had been provided a larger allocation of funds for supplies and told to order the equipment they needed and it would, within reason, be provided.

These facilities were included in the county Major Improvement Project (MIP) submitted to the School Building Authority (SBA).

SECOND FOLLOW-UP REVIEW CONCLUSION

COMPLIANCE. Art resources and materials were available upon teacher request. More three-dimensional instruction was being provided to art students. The science teachers were allocated \$3000.00 for equipment for the 2005-2006 school year and another \$1500.00 for the 2006-2007 school year.

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)

The Team reported the following personnel licensure issues.

1. One non-professional coach did not have the proper paperwork on file.
2. One special education teacher reported that he had not signed the collaborative agreement with the regular education teacher.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The non-professional coach was still coaching at Elkins Middle School and he and the county were notified in early September that his application for a license had not been approved.

The Team reviewed copies of the collaborative agreements signed by the special education teachers.

SECOND FOLLOW-UP REVIEW CONCLUSION

COMPLIANCE. The non-professional coach originally cited was no longer coaching at the school. All coaches at the school held the proper certification for their assignment at the time of the Second Follow-up Education Performance Audit.

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)

Policy 5310 needed to be followed. The principal's evaluation from 2003-2004 only had one goal. The two Assistant Principals' evaluations only had one goal and they had not met with the principal to establish goals for the 2004-2005 school term. The most current date of evaluation for the guidance counselor was 2001-2002. Several staff members were unaware of the evaluation process and the requirements.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The principal had goals established for the 2004-05 school year, but there had been no evaluation of the accomplishment of the goals.

The counselor had been evaluated with an evaluation signed on June 7, 2005.

Goals had been established for the assistant principals and principal for the 2005-06 school year.

All teachers were on performance evaluation for the 2005-06 school year. Observations in classrooms had been performed in accordance with policy to date.

SECOND FOLLOW-UP REVIEW CONCLUSION

COMPLIANCE. The principal had goals established for the 2006-2007 school year and an evaluation of the goals for the 2005-2006 school year had been completed.

RECOMMENDATION

6.7.1. School rules, procedures, and expectations. There was no system for two-way communication from the classrooms to the office. While the office could communicate to the classrooms, classroom teachers were unable to contact the office. This lack of classroom teachers' ability to contact the office in the event of an emergency presented safety concerns for students and staff. The Team recommended that two-way communication be installed. Additionally, a lock-down situation would present a challenge for the total school, especially the modular classrooms.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED. The two-way communication system had been included in the Major Improvement Project (MIP) submitted to the School Building Authority (SBA).

SECOND FOLLOW-UP REVIEW CONCLUSION

RECOMMENDATION NOT FOLLOWED. The school had not installed a two-way communication system throughout the building. Also, a review of the MIP revealed that the system was not included in the grant application.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 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 Elkins Middle School and Randolph County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

Elkins Middle School and Randolph County had implemented several activities in an attempt to improve student achievement to meet the adequate yearly progress (AYP) requirements of the *No Child Left Behind Act of 2001* (NCLB) and demonstrated improvement in assessment results. However, the special education (SE) subgroup did not meet AYP for the most recently completed school year.

The facility remained an obstacle to providing a thorough and efficient education for students.

SECOND FOLLOW-UP CONCLUSION

The school continued to be below AYP in the SE subgroup in reading/language arts, and only showed a slight gain in the percent proficient. The school is continuing to implement activities to close the achievement gap.

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, Elkins Middle School was below standard in the areas identified.

- 17.1.1. School location.** The school site was not 11 acres + 1 acre for each 100 students over 600. Sidewalks were not adequate with designated crosswalks, curb cuts, and correct slope.
- 17.1.2. Administrative and Service Facilities.** Administrative office areas did not include adequate reception/waiting areas and administrative personnel were not provided sufficient work space and privacy.
- 17.1.8. Grades 1-12 classrooms.** Academic learning areas did not provide communication technologies. Classrooms were generally small and lacked sufficient space, especially the four classrooms in the modular buildings.
- 17.1.10. Specialized instructional areas.** The Art Room, located in a modular building, lacked sufficient space, equipment, and materials. The facility and lack of materials impeded the delivery of education. The choir class was located on a 12'x36' stage off the cafeteria and was inadequate to meet the educational needs of more than 60 students enrolled in choir.

- 17.1.11. Grades 6-12 science facilities.** The science instructional area lacked sufficient space, equipment, and materials. The lack of science facility, equipment, and materials impeded the delivery of the science curriculum.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the November 2004 Draft Report with the exception of the following:

- 17.1.10. The school choir had been moved from the stage to the cafeteria for instruction.
- 17.1.11. The county purchased additional equipment for the science program.

SECOND FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the follow-up audit.

GENERAL RESOURCE NEEDS

In addition to the specific facility resource needs identified in the above section, the Team presents the additional general resource needs.

1. The choir class was held on a 12' by 36' stage area off the cafeteria and could not adequately meet the needs of more than 60 students. This could also be considered a safety hazard because of the crowded conditions. The Team recommended that another area be designated for choir.
2. The facility was outdated and lacked the infrastructure for the curricular delivery for the twenty-first century. The four modular classrooms were uncomfortable, unattractive, and generally unsuitable for teaching and learning. Examples included: Classrooms were small, the cover was missing from a heater in Room 113, the exit platforms had four steps without a handrail, grass was not trimmed around the modular units, storage was limited, the step from the landing of the ramps to the modular classrooms also presented a tripping hazard. The ramps for accessibility would be difficult for a person using a wheelchair or ambulatory devices to navigate.

Note: The Team observed that the School Building Authority (SBA) provided funds enabling the addition of a library/media center and enlarging/updating the cafeteria. The library/media center was being thoroughly used during the Team's review and a welcome addition to the school.

3. Through student and teacher interviews the Team found that the climate of the building in the early fall and late spring was too warm to promote a positive learning environment. Plans to air condition the facility were unable to occur due to lack of proper electrical wiring. The Team recommended that a plan be developed to upgrade the wiring and heating, ventilation, and air conditioning (HVAC) capabilities to improve the learning environment.

4. **Safety Issue: The Team observed a breaker box with no door and exposed breakers in Room 105.** The school principal and county superintendent were informed about the breaker box and the Fire Marshal's office has been sent notification of the issue.

TEAM SUMMARY

1. The carpet in the art and science classrooms in one of the modular buildings had been replaced with floor tile.
2. The missing handrail on the steps had been repaired.
3. Steps and ramps from the modular buildings had been covered with non-skid material.
4. The heating cover had been replaced in Room 113.
5. The non-paved sidewalks had gravel placed on them.
6. The upgrade of wiring, heating, ventilation and air conditioning had been included in the Major Improvement Project (MIP) submitted to the School Building Authority (SBA).
7. The door had been repaired on the breaker box in Room 105.

SECOND FOLLOW-UP TEAM SUMMARY

The general resource needs remained as noted in the follow-up report.

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 economically disadvantaged students (SES) and special education (SE) subgroups, Elkins Middle School and Randolph County must implement curriculum and instruction that will improve students' achievement. Randolph County must actively pursue assistance from RESA VII, 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.

TEAM SUMMARY

The principal reported assistance from the following agencies:

1. The West Virginia Department of Education had provided training (West Virginia Achieves) to improve student achievement by training members of the County Improvement Team in effective strategies to improve instruction.
2. RESA VII helped write the "Math 33 Grant" and provided professional development for mathematics teachers.
3. The Center for Professional Development assisted with the training provided by the West Virginia Department of Education in the West Virginia Achieves training.

SECOND FOLLOW-UP TEAM SUMMARY

The school continued to utilize the West Virginia Department of Education, RESA VII and the Randolph County Board of Education for assistance with staff development and program implementation.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
75-401 Elkins Middle School	Conditional Accreditation		5.1.1 (SE)	May 31, 2007

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Randolph County School System and Elkins Middle School's Conditional Accreditation status. The school must continue to implement high yield instructional practices to increase student achievement in the SE subgroup.

ADDITIONAL RECOMMENDATION

The Team recommended that the county apply to the School Building Authority (SBA) with a plan to update the school and improve conditions for students and teachers.

The school is outdated, unattractive, unsafe, and lacks the infrastructure to support the basic requirements of twenty-first century learning. The Office of Education Performance Audits further recommends that the SBA consider this school for funding to foster students' educational opportunities.