



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**TAYLOR COUNTY MIDDLE SCHOOL**

**TAYLOR COUNTY SCHOOL SYSTEM**

**JUNE 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Taylor County Middle School in Taylor County was conducted March 14, 2011. 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 declining 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.

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 concentrated on the declining student achievement and the subgroup 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 and Technology – Sterling Beane, Jr., Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Cynthia Sundstrom, Coordinator, Office of Career and Technical Instruction

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Dennis J. Albright	Superintendent	Braxton County
Susan N. Braithwaite	Middle School Assistant Principal	Capon Bridge Middle School Hampshire County
Janie C. DeVaul	Elementary School Principal	Watson Elementary School Marion County
Ronald G. Hall	Elementary School Principal	Marlinton Elementary School Pocahontas County
Paul Joe Hoskins	Elementary School Principal	Burnsville Elementary School Braxton County
Don E. Johnson	Elementary School Principal	Sutton Elementary School Braxton County
Kelly D. Waggoner	High School Assistant Principal	Ritchie County High School Ritchie County

### SCHOOL PERFORMANCE

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

#### 83 TAYLOR COUNTY

J. Diane Watt, Superintendent

#### 302 TAYLOR COUNTY MIDDLE SCHOOL – Needs Improvement

Pamela Gallaher, Principal

Grades 05 - 08

Enrollment 673 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	643	671	670	99.85	55.60	Yes	Yes	✓
White	633	656	655	99.84	55.69	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	88	94	94	100.00	21.59	Yes	No	✗
Low SES	339	360	360	100.00	44.83	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	643	671	670	99.85	65.10	Yes	Yes	✓
White	633	656	655	99.84	65.18	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	88	94	94	100.00	20.45	Yes	No	✗
Low SES	339	360	360	100.00	55.16	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 96.9%**

**83 TAYLOR COUNTY**  
J. Diane Watt, Superintendent  
**302 TAYLOR COUNTY MIDDLE SCHOOL – Needs Improvement**  
Pamela Gallaher, Principal  
Grades 05 - 08  
Enrollment 711 (2<sup>nd</sup> month 2009-2010 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
<b>Mathematics</b>								
All	678	705	701	99.43	42.07	Yes	Yes	✓
White	664	689	685	99.41	42.36	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	81	88	87	98.86	13.58	Yes	No	✗
Low SES	346	367	364	99.18	33.72	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	678	705	700	99.29	40.65	Yes	Yes	✓
White	664	689	684	99.27	40.45	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	81	88	86	97.72	12.50	Yes	No	✗
Low SES	346	367	363	98.91	32.36	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed  
Attendance Rate = 97.3%**

TAYLOR COUNTY MIDDLE SCHOOL

**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
05	193	188	191	186	98.96	24.73	33.33	22.04	15.05	4.84	41.94
06	166	160	165	160	99.40	34.38	29.38	20.00	14.37	1.88	36.25
07	187	178	186	177	99.47	32.20	20.90	23.16	18.64	5.08	46.89
08	159	152	159	152	100.00	30.92	26.32	21.71	15.79	5.26	42.76

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	193	188	191	186	98.96	32.26	26.88	24.19	10.75	5.91	40.86
06	166	160	165	160	99.40	30.00	26.88	25.62	12.50	5.00	43.13
07	187	178	186	177	99.47	30.51	31.07	19.77	15.25	3.39	38.42
08	159	152	158	151	99.37	26.49	33.11	27.15	10.60	2.65	40.40

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
<b>All</b>	<b>678</b>	<b>284</b>	<b>391</b>
<b>White</b>	<b>664</b>	<b>280</b>	<b>381</b>
<b>Special Education</b>	<b>81</b>	<b>11</b>	<b>70</b>
<b>SES</b>	<b>346</b>	<b>116</b>	<b>228</b>

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
<b>All</b>	<b>678</b>	<b>274</b>	<b>400</b>
<b>White</b>	<b>664</b>	<b>267</b>	<b>393</b>
<b>Special Education</b>	<b>81</b>	<b>10</b>	<b>70</b>
<b>SES</b>	<b>346</b>	<b>111</b>	<b>232</b>

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Taylor County Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup for two consecutive years. Taylor County Middle School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and 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.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 5 – 58.06 percent in mathematics and 59.14 percent in reading; Grade 6 – 63.75 percent in mathematics and 56.87 percent in reading; Grade 7 – 53.11 percent in mathematics and 61.58 percent in reading; Grade 8 – 57.24 percent in mathematics and 59.60 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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 Taylor County Middle School performed within the point range (504-422) for full accreditation status.

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

1. Project Based Learning.
2. West Virginia 21<sup>st</sup> Century Learning: Utilizing the West Virginia 21st Century Content Standards and Objectives (CSOs).
3. Explicit Vocabulary Instruction.

4. Acuity.
5. Writing Roadmap/West Virginia Writes.
6. TechSteps.
7. Taylor County Cyberschool Computing Fundamentals.
8. Response to Intervention.
9. Framework for High Performing Middle Schools.
10. Building Culture.
11. Teach21.
12. Infinity.
13. Testmate Clarity.
14. Gradequick Online.
15. Edline.
16. Student Responders.
17. Using Smart Boards in the Classroom.
18. Odyssey.
19. Accelerated Reader.
20. Lexiles/Quartiles.
21. Discipline Tips and Techniques.
22. Evaluations/Walkthroughs.
23. Instructional Practice Inventory.
24. Developing Clear Learning Targets (I Can Statements).
25. Standards-Based Curriculum.
26. Differentiated Instruction.
27. Kansas Writing Instruction.
28. WESTEST2/Online Writing Assessment.
29. HIV/AIDS.
30. Stephen Covey "Seven Habits of Highly Effective Teens".
31. Blogging.
32. 504.
33. Depth of Knowledge.
34. Confidentiality.



## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### Necessary to Improve Performance and Progress.

#### 7.1. Curriculum

- 7.1.1. 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)**

Over half of the language arts and social studies teachers indicated that the textbook was guiding the curriculum and that the textbooks were aligned to the West Virginia 21st Century content standards and objectives (CSOs). The CSOs must guide the curriculum and the textbook used as a resource to deliver the 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)**

Four teachers did not keep students on task from bell to bell. An average of 10-15 minutes instructional time was lost in these classrooms.

One teacher was having a great deal of difficulty with classroom management. The class was total chaos and the teacher lacked control of the class. This was a new teacher who did not have a mentor.

- 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)**

Three Grades 5 and 6 science teachers reported that less than 35 percent of the science instruction involved experimentation or hands-on activities. They indicated that time constraints and facilities were the reasons for the low percentage. West Virginia Board of Education Policy 2520.3 – *21<sup>st</sup> Century Science K-8 Content Standard and Objectives for West Virginia Schools*, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.”

- 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)**

Fifteen teachers did not vary instructional strategies during the Team’s observation periods. The instruction in these classes was teacher directed. A

greater variety of instructional strategies must be employed to ensure student interest and involvement.

- 7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

Nine teachers stated that they were not conducting writing assignments at least one time per week with students. Students must be given instruction in writing in every applicable class to ensure mastery in writing.

- 7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

One teacher had a materials list that had required materials on it. This list was sent home to parents at the beginning of the school year.

- 7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)**

Through a check of the school's master schedule, students were receiving only 317 instructional minutes daily and not the required 330 instructional minutes. The schedule did not include time for students to transition from one class to another which resulted in the lost instructional time.

## **7.2. Student and School Performance**

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic 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.**

Only about one third of the teachers could discuss the goals and action steps of the school's Five-Year Strategic Plan or how they were working to meet those goals. The Five-Year Strategic Plan must be a driving force in curriculum delivery.

- 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)**

Very few of the lesson plans had been checked by the administration during the first and second quarters.

Twelve teachers who had multiple classes were keeping these classes on the same pace. This did not allow for differentiation based on student needs.

One teacher had lesson plans only for the current week. The teacher stated that the other plans had been thrown away.

Eight teachers had lesson plans that could not be followed by a substitute teacher or the plans did not contain enough information to fill a class period.

Special education teacher lesson plans did not have current modifications for their students.

**7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)**

One beginning teacher did not have a mentor.

**7.8. Leadership**

**7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Due to the number and quality of deficiencies found at Taylor County Middle School, the Team determined that the Taylor County Central Office administration, the West Virginia Center for Professional Development, the West Virginia Department of Education, and RESA 7 needed to assist the building administrator in the school's operation.

## 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 Taylor County Middle School in providing a thorough and efficient system of education. Taylor 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 Taylor 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.**

Multiple issues were cited during the Education Performance Audit that would cause a decrease in student achievement. The principal and Taylor County superintendent must actively and aggressively pursue remedies to the deficiencies found at the school and ensure that all students receive a high quality education based on the West Virginia 21st Century content standards and objectives (CSOs), the school's Five-Year Strategic Plan, and analyses of student data. Classroom curriculum must be challenging and rooted in research-based programs and practices.

### **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 Taylor County 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.**

Due to the high number of deficiencies and the specific areas of citing that directly affect student achievement, the Team determined that the school will have difficulty in correcting the issues without outside support.

The Office of School Improvement will be contacting the school and county regarding the necessary revisions of the school's strategic plan and providing assistance through the West Virginia Department of Education State System of Support.

## 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 playgrounds/recreational areas were not separated from streets and parking and were not well equipped and appropriate for the age level.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have sufficient laboratory workspace, a fire extinguisher, blanket, emergency showers, first aid kit, darkening provisions, or main gas shut-off.
- 19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities were not provided.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided.

### **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.**

Taylor County Middle School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from State education agencies.

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

## Education Performance Audit Summary

Taylor County Middle School's Education Performance Audit concentrated on the declining student achievement and the subgroup that failed to achieve adequate yearly progress (AYP). The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified 11 high quality standards necessary to improve performance and progress.

- 7.1.1. **Curriculum based on content standards and objectives** (textbooks were driving the curriculum).
- 7.1.2. **High expectations** (students off task in four classes).
- 7.1.4. **Instruction** (science was less than 50 percent experimentation).
- 7.1.5. **Instructional strategies** (many teachers did not vary instruction).
- 7.1.6. **Instruction in writing** (nine teachers not doing weekly writing).
- 7.1.8. **Instructional materials** (required materials list sent home to parents).
- 7.1.13. **Instructional day** (the length of the instruction day was less than 330 minutes).
- 7.2.1. **County and School electronic strategic improvement plans** (many teachers unfamiliar with strategic plan).
- 7.2.3. **Lesson plans and principal feedback** (several irregularities and plans not checked by the principal).
- 7.6.4. **Teacher and principal internship** (one teacher lacked a mentor).
- 7.8.1. **Leadership** (the principal needed assistance).

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

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Taylor County Middle School and Taylor County to correct the findings noted in the report by the next accreditation cycle.