

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**TAYLOR COUNTY MIDDLE SCHOOL**

**TAYLOR COUNTY SCHOOL SYSTEM**

**JUNE 2005**

**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 on April 28, 2005. 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 Unified School 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 – Michael W. Kessinger, Retired

West Virginia Department of Education Team Leader – Ralph Green, Coordinator, Office of Program Services

West Virginia Department of Education Team Leader – Sarah Lyons, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Alta McDaniel, Coordinator, Office of Program Services

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Terrence Beam	Elementary School Principal	Panther Creek Elementary Nicholas County
William Chapman	Middle School Principal	Spencer Middle Roane County
Judith Coffman	Director of Instruction	Lewis County
Cindy Daniel	Assistant Superintendent	Kanawha County
Charles Russell	Assistant High School Principal	Moorefield High Hardy County

### SCHOOL PERFORMANCE

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

#### 83-302 TAYLOR COUNTY MIDDLE SCHOOL - Needs Improvement

#### TAYLOR COUNTY

Jim Reneau, Principal

Grades 05 – 08

Enrollment 743

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	746	779	774	99.36	72.60	Yes	Yes	✓
White	740	773	768	99.35	72.65	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	394	417	415	99.52	65.30	Yes	Yes	✓
Spec. Ed.	128	137	136	99.27	28.34	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	746	779	773	99.23	80.43	Yes	Yes	✓
White	740	773	767	99.22	80.54	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	394	417	413	99.04	75.19	Yes	Yes	✓
Spec. Ed.	128	137	135	98.54	31.74	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 97.6%**

## Adequate Yearly Progress (AYP) Information by Class

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
05	183	172	181	170	98.91	1.76	22.94	55.88	17.65	1.76	75.29
06	206	200	206	200	100.00	9.50	23.00	45.00	20.00	2.50	67.50
07	189	181	188	180	99.47	7.22	23.89	50.56	14.44	3.89	68.89
08	201	193	199	191	99.00	3.14	17.80	53.40	19.90	5.76	79.06

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
05	183	172	180	169	98.36	2.96	16.57	44.38	28.40	7.69	80.47
06	206	200	206	200	100.00	5.00	16.00	40.50	24.50	14.00	79.00
07	189	181	188	180	99.47	3.89	18.33	43.89	25.00	8.89	77.78
08	201	193	199	192	99.00	2.08	13.54	52.08	18.23	14.06	84.38

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

## Other Relevant Performance Data

### Statewide Writing Assessment Student Frequency and Percentage by Score

#### Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	1%	5	3%	18	10%	28	15%	95	51%	21	11%	15	8%	3	2%	186

**Note: Seventy-nine (79%) of the students scored at or above 2.0 on the Statewide Writing Assessment.**

Freq. - Frequency - Number of students  
% - Percentage of students

### Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
45.92%	2003-04
41.72%	2002-03
40.21%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

**Taylor County Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: Special education students (SE) in mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320 in mathematics and reading/language arts, *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 school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Taylor County Middle School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).**

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

**The Education Performance Audit Team reported that Taylor County Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.**

- 6.1.1. Curriculum based on content standards and objectives.** The Team saw evidence that curriculum mapping and curriculum calendars had been developed based upon the WESTEST results and were used in the daily instruction. Objectives and activities were communicated to the students. The Team also saw evidence of reteaching in the Teach, Learn, and Connect (TLC) period to help students master the content standards and objectives (CSOs).
- 6.1.2. High expectations.** The school staff demonstrated high expectations for students. High level questioning was evident as well as problem solving strategies, comparison, and experimental activities. The collaboration model for delivering instruction to special education students contributed to the high expectations. All students were expected to master the content standards and objectives (CSOs).
- 6.1.3. Learning environment.** The Responsibility and Respect program promoted student responsibility and good behavior. Clear expectations were communicated to students and students were recognized with a reward component of the program. An atmosphere of mutual respect between teachers and students was evident throughout the building.

Examples of student work were displayed throughout the building and classrooms were inviting and pleasant.

- 6.1.5. Instructional strategies.** The Team observed multiple instructional strategies used throughout the school. Teachers varied instruction during the class period. Examples included: Writing instruction, graphic organizers, word walls, small groups, mathematics manipulatives, and collaboration among special education and regular education teachers. Teachers served as facilitators and students were actively engaged. The students had to think and perform.
- 6.1.6. Lesson plans and principal feedback.** The Team commended the staff for developing well organized and detailed lesson plans that reflected the content standards and objectives (CSOs) that were being taught.
- 6.8.1. Leadership.** The Team commended the administration and staff for their focus on teaching and learning. Leadership was demonstrated by the development of the curriculum maps and calendars by the teacher teams. Shared leadership was evident in the school.

## **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress to Meet the Standard.**

**None identified.**

## **RECOMMENDATION**

- 6.1.12. Multicultural activities.** While the Team observed substantial multicultural activities at the school, a multicultural plan or curriculum had not been developed and implemented by Taylor County.



### **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.

**None identified.**

### **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.

**None identified.**

The Team determined that Taylor County Middle School and Taylor County Schools have the capacity to increase student achievement to meet adequate yearly progress (AYP).

### 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, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.**

- 17.1.1. School location.** The playground/recreational areas were not equipped for middle level students.
- 17.1.14. Food service.** A teachers' dining area was not available.

### **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.

**None identified.**

### School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
83-302 Taylor County Middle	Conditional Accreditation		5.1.1 (SE)	May 31, 2007

### Education Performance Audit Summary

The Team presented one (1) recommendation.

Taylor County Middle School's Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SE). The Team also conducted a resource evaluation to assess the resource needs of the school.