

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

BUFFALO MIDDLE SCHOOL

WAYNE COUNTY SCHOOL SYSTEM

DECEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Buffalo Middle School in Wayne County was conducted on November 9, 2004. 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, Office of Education Performance Audits

West Virginia Department of Education Team Leader – Janet Haas, Coordinator, Office of Student Assessment

TEAM MEMBERS

Name	Title	School/County
Don Johnson	Elementary Principal	Sutton Elementary Braxton County
Devon Raddish	Middle Assistant Principal	Lumberport Middle Harrison County
Doris Weekley	Assistant Superintendent	Roane County

SCHOOL PERFORMANCE

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

89-301 BUFFALO MIDDLE SCHOOL - Needs Improvement

WAYNE COUNTY

John Waugaman, Principal

Grades 06 - 08

Enrollment 387

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
Mathematics								
All	359	380	375	98.68	60.73	Yes	Yes	✓
White	355	376	371	98.67	60.28	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	157	170	165	97.06	49.34	Yes	No	✗
Spec. Ed.	84	88	84	95.45	15.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	359	380	375	98.68	80.50	Yes	Yes	✓
White	355	376	371	98.67	80.28	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	157	170	166	97.65	71.24	Yes	Confidence Interval	✓
Spec. Ed.	84	88	84	95.45	36.25	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.2%

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	137	134	135	132	98.54	9.85	31.82	43.94	11.36	3.03	58.33
07	125	116	125	116	100.00	9.48	37.93	37.93	13.79	0.86	52.59
08	118	109	115	106	97.46	3.77	23.58	51.89	19.81	0.94	72.64

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	137	134	136	133	99.27	3.76	14.29	43.61	29.32	9.02	81.95
07	125	116	124	115	99.20	5.22	21.74	38.26	31.30	3.48	73.04
08	118	109	115	106	97.46	1.89	11.32	51.89	27.36	7.55	86.79

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%	0	0%	1	1%	8	7%	76	70%	7	6%	0	0%	15	14%	108

Note: Eighty percent (80%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Frequency - Number of students
 % - Percentage of students

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

Percentage of Students	School Year
48.11%	2003-04
73.78%	2002-03
64.20%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Buffalo Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: Economically disadvantaged students (SES) and special education students (SE). 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 5.1.1. Achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Buffalo 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.** Based on WESTEST results the curriculum was prioritized and teachers developed academic mapping calendars to assure that all West Virginia Content Standards and Objectives are taught. In addition, a Quilt Project was completed in Grade 8 mathematics and covered seven (7) of the West Virginia Content Standards and Objectives (CSOs). This project was displayed in the front hallway.
- 6.1.4. Instruction.** The Special Education Department was departmentalized to minimize multiple preparations and provided teachers' time to concentrate on specific subject material.
- 6.2.4. Data analysis.** Staff analyzed WESTEST data, correlated the West Virginia Content Standards and Objectives (CSOs) with the assessment results, and adjusted classroom instruction accordingly, especially in Grades 7 and 8 science, reading/language arts and Grade 6 mathematics, social studies, and reading/language arts.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement—SES/SE)

6.1. Curriculum

- 6.1.12. Multicultural activities.** Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

The Team determined that some multicultural activities were conducted; however, a county plan for Policy 2421 was not available or implemented at the school level.

- 6.1.13. 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)

The Team observed two special education students being dismissed from school 20 minutes before the end of the instructional day. When asked during interviews, staff members indicated that the students were dismissed for transportation reasons. A review of the students' Individual Education Plans (IEPs) did not indicate that the students were to have a shortened instructional day. In consideration of the special education (SE) subgroup failure to achieve adequate yearly progress (AYP), instructional time needed to be maximized for instruction.

RECOMMENDATIONS

- 6.1.3. Learning environment.** The Team observed that one special education teacher was assigned in-school suspension duties during regularly scheduled classes. In addition, the Team observed that students were not supervised as they changed classes between buildings and two teachers were not in their classrooms when Team members entered the classrooms to observe the class. Some students indicated during interviews that some classes were boring and they saw little relevance in what they were doing. When asked about the basic skills classes, students indicated that all students were often given the same worksheet to complete. The Team recommended that the school staff review the in-school suspension program to determine alternative methods of supervision of suspended students to decrease the adverse impact on regular classroom instruction. The Team also recommended that the staff review procedures to ensure that students are supervised at all times. The Team recommended that the staff review instructional practices to ensure that relevant work is assigned and completed by all students.

- 6.1.5. Instructional strategies.** The Team observed that the basic skills class used worksheets as the primary instructional tool. The teachers did not have lesson plans and instruction was not differentiated to meet the needs of the students. Various instructional strategies needed to be utilized across the curriculum and individual student deficiencies needed to be addressed.
- 6.1.7. Library/educational technology access and technology application.** The Team recommended that the Technology Team review the technology plan, objectives, and activities to assure that all students have access to technology. In addition, the Technology Team should review all computer hardware and software to assure that all computers are operational and that all available software is being utilized.

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.

Curriculum delivery.

Curriculum delivery should be more effective and efficient if educators examine and alter instructional strategies to motivate and interest students, particularly the subgroups that did not achieve adequate yearly progress (AYP). This also has implications for the school's administrative practices and the Wayne County School System in monitoring implementation and effectiveness of the school's Unified School Improvement Plan (USIP).

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 Buffalo Middle School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830
6.1.13. Instructional day.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

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 Buffalo Middle School and Wayne County Schools have the capacity to increase student achievement and correct the identified deficiencies.

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 school site did not have adequate paved surface for parking, was not well landscaped, and the playground area was not well equipped.
- 17.1.10. Specialized instructional areas.** The art facility did not have adequate display facilities, a kiln, and black-out areas. The music facility did not have adequate storage and acoustical treatment.
- 17.1.11. Grades 6-12 science facilities.** The science facilities did not have access to outdoor activities. In addition, the science laboratories did not have adequate space, student workspaces with sink, water, gas, and electricity. Fire extinguishers, fire blankets, emergency showers, and ventilation hoods were not available.
- 17.1.12. Grades 7-12 auditorium/stage.** The school did not have an auditorium/stage.
- 17.1.15. Health service units.** The school did not have a health service unit.

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
89-301 Buffalo Middle	Temporary Accreditation	6.1.12; 6.1.13		September 1, 2005
			5.1.1	

Education Performance Audit Summary

The Team identified two (2) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) and special education (SE) subgroups. The Team also presented three (3) recommendations.

Buffalo 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. - SES/SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Buffalo Middle School in improvement efforts. The school and county have until the next accreditation cycle (September 1, 2005) to correct deficiencies noted in the report.