

# OFFICE OF EDUCATION PERFORMANCE AUDITS



## DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

FORT GAY MIDDLE SCHOOL

WAYNE COUNTY SCHOOL SYSTEM

DECEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

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## INTRODUCTION

An announced Education Performance Audit of Fort Gay 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 – Sandra Foster, Coordinator, Office of Student Assessment

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Terrence Beam	Elementary Principal	Panther Creek Elementary Nicholas County
Michael Fling	Elementary Assistant Principal	Blennerhassett Elementary Wood County

### SCHOOL PERFORMANCE

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

#### 89-304 FORT GAY MIDDLE SCHOOL - Needs Improvement

#### WAYNE COUNTY

Donita Webb, Principal

Grades 06 - 08

Enrollment 268

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	242	262	258	98.47	62.34	Yes	Yes	✓
White	239	259	255	98.46	61.86	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	173	190	186	97.89	56.47	Yes	Confidence Interval	✓
Spec. Ed.	52	56	55	98.21	19.60	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	242	262	257	98.09	77.73	Yes	Yes	✓
White	239	259	254	98.07	77.44	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	173	190	185	97.37	75.73	Yes	Yes	✓
Spec. Ed.	52	56	54	96.43	35.29	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY - Full Academic Year

\* - 0 students in subgroup

\*\* - Less than 10 students in subgroup

**Passed**

**Attendance Rate = 97.4%**

## 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	99	91	99	91	100.00	12.09	36.26	36.26	15.38	0.00	51.65
07	92	87	91	86	98.91	5.81	24.42	52.33	16.28	1.16	69.77
08	71	64	68	62	95.77	8.06	24.19	43.55	24.19	0.00	67.74

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	99	91	96	89	96.97	7.87	25.84	35.96	25.84	4.49	66.29
07	92	87	92	87	100.00	3.45	8.05	48.28	31.03	9.20	88.51
08	71	64	69	62	97.18	3.23	17.74	41.94	27.42	9.68	79.03

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	%	
0	0	0	0	9	11	9	11	60	71	1	1	3	4	2	2	

**Note: Ninety-three percent (93%) 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**

<b>Percentage of Students</b>	<b>School Year</b>
40.7% (reported by principal)	2003-04
45.82%	2002-03
58.638%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

Fort Gay Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. The subgroup designated in 5.1.1. Achievement included: 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 Fort Gay Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.4. **Instruction.** A literacy coach was employed by the county to assist classroom teachers in implementing literacy skills in all curricular areas.
- 6.1.5. **Instructional strategies.** The Shurley Method was implemented to teach language arts. The Shurley Method has been proven effective and should improve reading/language performance for all students.
- 6.1.6 **Instruction in writing.** A Power Writing program was implemented to teach writing in all curricular areas. This is of particular significance as no students scored 4.0 or 3.5, the highest scores on the Statewide Writing Assessment. Furthermore, only nine (9) students or 11 percent scored 3.0.

## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SE)

#### 6.1. Curriculum

**6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The Team determined that technology was under-utilized throughout the school. Computers were found in disrepair. Purchased programs were not being utilized. The Team determined through staff interviews that there was confusion concerning the utilization of technology and what was available was not being used. Technology is required through the COMPASS program and, if used appropriately, can enhance teaching and learning.

**6.1.8. 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)**

A teacher informed the Team that teachers' editions for reading, spelling, English, and science were not available. Teachers' guides are important as a resource and aid in delivering the subject content and recommending supplemental instructional materials that enhance the concepts contained in the textbooks. Teachers' editions are especially important to those teaching special education students for suggesting various instructional strategies and varied ways of presenting the material.

**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 was not available at the school for the implementation of West Virginia Board of Education Policy 2421 *Racial, Sexual, Religious/Ethnic Harassment and Violence Policy*. Consequently, the plan had not been implemented.

## RECOMMENDATIONS

**6.1.3. Learning environment.** A plan that reflects the particular needs of students to study and learn in an environment free from harassment and violence is essential to student and teacher performance. The Team recommended that the principal and Curriculum Team consider decreasing the number of bells that ring throughout the day. The Team also recommended that sound reduction material be used in the library to reduce the noise level generated by the computer server. Additionally, the Team recommended that student work be prominently displayed throughout the building.



- 6.7.1. School rules, procedures, and expectations.** The Team observed loud and aggressive student behavior in the hallways. The Team recommended that staff supervision be increased in the hallways and the staff communicate appropriate hallway behavior expectations to the students.

## **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.

**7.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.**

Fort Gay Middle School would operate more effectively and efficiently if personnel were present and consistently supervised hallways. Their presence would likely prevent overall loud and aggressive student behaviors before they escalated to more serious offenses. This would enhance teaching and learning of those subgroups affected by these behaviors and improve the overall school environment for all students.

### 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 Fort Gay Middle School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830

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

Wayne County School System and Fort Gay Middle School are encouraged to target resources strategically to provide teachers textbook editions and staff supervision to improve student, school, and school system performance.

### 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 did not have adequate parking. The Team observed standing water at the back door of the commons area.
- 17.1.2. Administrative and service facilities.** An adequate reception/waiting area was not available.
- 17.1.5. Library/media and technology center.** The server was loud and distracting.
- 17.1.9. Grades K-12 remedial.** The remedial area was not adjacent to general instructional areas.
- 17.1.10. Specialized instructional areas.** A kiln was not available in the art facility.
- 17.1.11. Grades 6-12 science facilities.** Science laboratories did not have student workspace with water, gas, and electricity. A fire extinguisher and safety blanket were not available.

- 17.1.12. Grades 7-12 auditorium/stage.** The auditorium did not have fire resistant curtains, acoustical panels, film screens, or controlled illumination.
- 17.1.14. Food service.** The food service area did not have a receiving area and adequate storage.
- 17.1.15. Health service units.** A health service unit 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
89-304 Fort Gay Middle	Temporary Accreditation	6.1.7; 6.1.8; 6.1.12	5.1.1	September 1, 2005

**Education Performance Audit Summary**

The Team identified three(3) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup.

Fort Gay 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. The Team submits this draft report to guide Fort Gay 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.