



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WAYNE MIDDLE SCHOOL

WAYNE COUNTY SCHOOL SYSTEM

MARCH 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Wayne Middle School in Wayne County was conducted January 27, 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 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 Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the subgroups 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 and Technology – Wesley Holland, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Dawn A. Dooley	Middle School Assistant Principal	Braxton County Middle School Braxton County
Michael S. Dotson	Middle School Principal	Ritchie County Middle School Ritchie County
Gary R. Higginbotham	Middle School Principal	Ravenswood Middle School Jackson County
Clyde P. Stepp	High School Principal	Liberty High School Raleigh County

SCHOOL PERFORMANCE

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

89 WAYNE COUNTY

Gary Adkins, Superintendent

305 WAYNE MIDDLE SCHOOL – Needs Improvement

Tony Clay, Principal

Grades 06 - 08

Enrollment 513 (2nd 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
Mathematics								
All	489	514	512	99.61	47.22	Yes	Confidence Interval	✓
White	479	503	501	99.60	46.54	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	93	100	99	99.00	22.82	Yes	No	✗
Low SES	312	334	333	99.70	39.22	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	489	514	512	99.61	59.13	Yes	Yes	✓
White	479	503	501	99.60	58.90	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	93	100	99	99.00	25.00	Yes	No	✗
Low SES	312	334	333	99.70	52.41	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 94.9%

89 WAYNE COUNTY
Gary Adkins, Superintendent
305 WAYNE MIDDLE SCHOOL – Needs Improvement
Tony Clay, Principal
Grades 06 - 08
Enrollment 518 (2nd 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
Mathematics								
All	492	522	522	100.00	36.99	Yes	Yes	✓
White	480	510	510	100.00	36.87	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	83	94	94	100.00	15.66	Yes	No	✗
Low SES	288	312	312	100.00	30.20	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	492	522	522	100.00	37.39	Yes	Yes	✓
White	480	510	510	100.00	37.50	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	83	94	94	100.00	13.25	Yes	No	✗
Low SES	288	312	312	100.00	28.47	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.8%

WAYNE 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
06	176	163	176	163	100.00	34.97	30.06	21.47	11.04	2.45	34.97
07	178	169	178	169	100.00	40.24	18.34	26.63	14.20	0.59	41.42
08	168	160	168	160	100.00	43.75	21.88	14.37	13.75	6.25	34.38

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	176	163	176	163	100.00	30.67	30.67	25.15	8.59	4.91	38.65
07	178	169	178	169	100.00	30.18	35.50	17.75	15.38	1.18	34.32
08	168	160	168	160	100.00	30.63	30.00	20.63	15.63	3.13	39.38

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
All	492	182	310
White	480	177	303
Special Education	83	13	70
SES	288	87	201

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	492	184	308
White	480	180	300
Special Education	83	11	72
SES	288	82	206

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Wayne Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup for two consecutive years, and in the economically disadvantaged (SES) subgroup in reading/language arts for the 2009-2010 school year. Wayne Middle School achieved AYP in the SES subgroup in mathematics 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 6 – 65.03 percent in mathematics and 61.35 percent in reading; Grade 7 – 58.58 percent in mathematics and 65.68 percent in reading; Grade 8 – 65.62 percent in mathematics and 60.62 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 Wayne 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. Smart Board and Classroom Responders.
2. TechSteps.
3. Classroom Management.
4. Project Based Learning.

5. Acuity and Writing Roadmap.
6. Response to Intervention.
7. Live Grades.
8. Differentiated Instruction.
9. Professional Learning Communities.
10. Special Education Teacher Update.
11. Data Analysis.
12. AIMSWeb.
13. Plato.
14. National Middle School Convention.
15. WVEIS on the Web.
16. West Virginia Board of Education Policy 4350.
17. Respect and Protect.
18. Read 180.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 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)**

At least half the teachers observed during the Education Performance Audit did not vary instructional strategies. Teacher directed instruction was the main strategy that the Team observed. A wider variety of instructional strategies was needed to foster student engagement and interest and understanding of the content areas.

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.**

None of the teachers interviewed could discuss the goals and action steps of the school's Five-Year Strategic Plan. The Five-Year Strategic Plan must be a guiding force in curriculum at the school.

- 7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

The guidance counselor was not spending at least 75 percent of the work day in a direct counseling relationship with students. The counselor was scheduling Student Assistance Team (SAT) meetings, 504 meetings, and preparing the master schedule for the school. The counselor was also the chair of the SAT meetings.

7.6. Personnel

- 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)**

While the new teachers and mentors were meeting on a regular basis, the principal was not involved in any of these meetings. W.Va. Code §18A-3-2b *Beginning teacher internships*, requires monthly meetings of a professional support team. The Code further specifies that a professional support team is comprised of the school principal, who shall chair the professional support team.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

The Team observed numerous students wearing hats in classes, which was a violation of the school's rules. This was a violation in which teachers did not enforce a basic school rule. The lack of consistent school rule enforcement resulted in inconsistency in applying school rules, procedures, and behavioral expectations.

RECOMMENDATION

- 7.1.3. Learning environment. Custodian closets that contained cleaning chemicals were not secured. The Team recommended that all custodian closets be secured to prevent students from gaining access to the cleaning chemicals.**

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 Wayne Middle School in providing a thorough and efficient system of education. Wayne 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 Wayne 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.

The principal must monitor classrooms and provide high quality staff development geared toward a greater variety of instructional strategies. Student attention in classes tends to decrease when instruction is provided by only one learning modality.

The school's Five-Year Strategic Plan must be the basis for the classroom curriculum. Teachers must have a fundamental knowledge of the school's and students' needs as contained in the plan and must be well versed on how to apply these needs in the classrooms.

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 Wayne 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.**

The Team determined that the principal and staff have the capacity to correct the identified deficiencies.

The Team recommended that the Wayne County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school 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.

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 school site was not large enough for future expansion and on-site, solid surface parking was not sufficient for staff, visitors, and individuals with disabilities.
- 19.1.2. Administrative and service facilities.** A reception/waiting area was not available.
- 19.1.3. Teachers' workroom.** Communication technology was not provided.
- 19.1.5. Library/media and technology center.** Copying equipment was not available.
- 19.1.8. Grades 1-12 classrooms.** Rooms 301A (Special Programs), and 301B (Art) were not of adequate size, did not have various communications technology,

and did not have adequate storage. Room 303 (Special Programs) was not of adequate size.

- 19.1.10. Specialized instructional areas.** The art facility did not have access to natural and artificial light, two deep sinks, hot and cold water, counter space, mechanical ventilation, and a ceramic kiln. The music facility was not located away from quiet areas of the building. The physical education facility did not have provisions for two or more teaching stations.
- 19.1.11. Grades 6-12 science facilities.** All science classrooms did not have adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. All science classrooms did not have hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, first aid kit, darkening provisions, main gas shut-off, and adequate storage.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided and a locker/dressing room 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.

Given the declining achievement levels of students in all subgroups, Wayne Middle School and Wayne County must implement high yield instructional practices and instruction that will improve student achievement. Wayne County must actively pursue assistance from RESA 2, 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.

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

Education Performance Audit Summary

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

They include the following:

- 7.1.5. Instructional strategies.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.6.4. Teacher and principal internship.
- 7.7.1. School rules, procedures, and expectations.

The Team presented one recommendation (7.1.3. Learning environment), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Wayne Middle School's Education Performance Audit concentrated on the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Wayne Middle School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Wayne Middle School and Wayne County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.