

# OFFICE OF EDUCATION PERFORMANCE AUDITS



## DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

WAYNE MIDDLE SCHOOL

WAYNE COUNTY SCHOOL SYSTEM

DECEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

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## INTRODUCTION

An announced Education Performance Audit of Wayne 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

West Virginia Department of Education Team Leaders:

Sandra Foster, Coordinator, Office of Student Assessment Services

Janet Haas, Coordinator, Office of Student Assessment Services

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Allen Brock	Coordinator	Office of Education Performance Audits
Charles Crookshanks	Secondary Assistant Principal	Parkersburg South High Wood County
Charles Garvin	Retired Principal	Fayette County
Joan Haynie	Middle School Principal	Clay Middle Clay County
Carroll Staats	Retired Superintendent	Jackson County

**SCHOOL PERFORMANCE**

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

**89-305 WAYNE MIDDLE - Needs Improvement**

**WAYNE COUNTY**  
W. G. Brubeck, Principal  
Grades 6-8  
Enrollment 538

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	501	524	518	98.85	67.94	Yes	Yes	✓
White	499	522	516	98.85	68.21	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	348	366	361	98.63	60.05	Yes	Confidence Interval	✓
Spec. Ed.	91	100	95	95.00	19.54	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	501	524	518	98.85	80.04	Yes	Yes	✓
White	499	522	516	98.85	80.16	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	348	366	361	98.63	74.63	Yes	Yes	✓
Spec. Ed.	91	100	95	95.00	27.58	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year  
\* -- 0 students in subgroup  
\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 95.7%**

## 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	173	163	172	162	99.42	6.17	30.25	43.83	17.90	1.85	63.58
07	210	205	207	202	98.57	8.91	22.77	50.99	15.84	1.49	68.32
08	141	133	139	132	98.58	9.09	18.18	50.76	20.45	1.52	72.73

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	173	163	172	162	99.42	3.70	19.75	40.12	26.54	9.88	76.54
07	210	205	207	202	98.57	5.45	13.86	40.59	29.21	10.89	80.69
08	141	133	139	132	98.58	5.30	11.36	52.27	25.76	5.30	83.33

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%	17	9%	24	12%	104	53%	27	14%	15	8%	4	2%	197

**Note:** Seventy-seven percent (77%) 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
37.84%	2003-04
49.58%	2002-03
50.104%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

Wayne 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 Wayne Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.4 **Instruction.** Wayne Middle School staff used team meetings and team planning to plan curriculum, design instructional strategies, and diagnose individual student learning needs. Teachers developed informal and formal assessments to determine student progress.
- 6.1.5. **Instructional strategies.** Wayne Middle School staff provided extra time and extra help to address students' deficiencies, particularly the special education (SE) and economically disadvantaged (SES) subgroups.
- 6.2.4 **Data analysis.** Staff conducted extensive data analysis of the WESTEST results to identify student skill deficiencies.

## HIGH QUALITY STANDARDS

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

### 6.1. Curriculum

- 6.1.5. **Instructional strategies.** Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

The Team observed one classroom in which no instruction occurred during the entire instructional period. The teacher also stated that sentence writing was used as punishment for misbehavior. Writing is more effectively used for developing writing skills in a positive manner rather than the negative for punishment. The Team also observed instruction in three science classrooms that did not have a minimum of fifty percent (50%) hands-on-instruction. Research shows that students respond to inquiry, investigation, and learn from being actively involved in learning.

**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)**

When asked during interviews, teachers indicated that the computer laboratory was not available on a regular basis; however, when the Team reviewed that computer laboratory sign-in records members found that laboratory was not fully utilized to the extent of its availability. The Team also observed very few classroom computers being used throughout the day.

**6.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in W.Va. 126CSR42 West Virginia Board of Education 2510 (hereinafter Policy 2510) for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

Chorus was not being offered.

**6.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)**

The Team could not determine that 75 percent (75%) of the counselor's time was spent in direct counseling services with students. The counselor estimated that 40 to 60 percent (40% - 60%) of the time was utilized in direct counseling services with students.

**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)**

A county multicultural plan or curriculum was not available at the school nor implemented.

## **6.6. Personnel**

**6.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

The guidance counselor did not have mutually established evaluation goals developed by November 1, 2004, as required by Policy 5310, Performance Evaluation of School Personnel.

## RECOMMENDATIONS

- 6.1.2. High expectations.** The teachers were unable to articulate high expectations for their students. The Team recommended that team meetings be conducted for teachers to identify their expectations for students and communicate those expectations to the students and parents.
- 6.1.6. Instruction in writing.** Writing assessment scores were somewhat low with only one student scoring 4.0, five scoring 3.5, and 17 scoring 3.0. The Team recommended that instruction in writing be applied in all appropriate classes to improve the frequency of students performing at high levels.



### **Indicators of Efficiency**

Indicators of efficiency for student, school, 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.

**Effectiveness and efficiency for students, school, and school system performance would be improved if the computer laboratory were utilized to a greater extent.**

**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.

<b>HIGH QUALITY STANDARDS</b>	<b>RECOMMENDED RESOURCES</b>
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.9. Programs of study.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.11. Guidance and advisement.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830
6.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-3401

**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.**

None Identified

### 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 vehicle parking space.
- 17.1.10. Specialized instructional areas.** A music facility was not available.
- 17.1.11. Grades 6-12 science facilities.** The science facilities did have student work stations with water, gas, and electricity.
- 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
89-305 Wayne Middle	Temporary Accreditation	6.1.5; 6.1.7; 6.1.9; 6.1.11; 6.1.12; 6.6.3	5.1.1	September 1, 2005

**Education Performance Audit Summary**

The Team identified six (6) high-quality standards – necessary to improve performance and progress to meet the 5.1.1. Achievement – for the special education (SE) subgroup.

Wayne 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. Achievement SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Wayne 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.