

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**GLADE MIDDLE SCHOOL**

**WEBSTER COUNTY SCHOOL SYSTEM**

**DECEMBER 2006**

**WEST VIRGINIA BOARD OF EDUCATION**

# Table of Contents

	Page
<b>Introduction.....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance .....</b>	<b>3</b>
<b>Indicators of Efficiency.....</b>	<b>10</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>11</b>
<b>Identification of Resource Needs .....</b>	<b>13</b>
<b>Early Detection and Intervention .....</b>	<b>14</b>
<b>School Accreditation Status .....</b>	<b>15</b>

## INTRODUCTION

An announced Education Performance Audit of Glade Middle School in Webster County was conducted on October 31, 2006. 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 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 – Allen D. Brock, Coordinator.

West Virginia Department of Education Team Leader – Rosemary Cook, Coordinator, Office of Federal Programs & Accountability.

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Steve Rodriguez	Middle School Principal	Fairview Middle Marion County
Larry Werry	Elementary School Principal	Fairview Elementary Marion County

**SCHOOL PERFORMANCE**

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

**91 WEBSTER COUNTY**

L. Kay Carpenter, Superintendent

**301 GLADE MIDDLE SCHOOL – Needs Improvement**

Stephen W. White, Principal

Grades 05 - 08

Enrollment 267

**WESTEST 2005-2006**

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
<b>Mathematics</b>								
All	248	276	275	99.63	65.18	Yes	Yes	✓
White	246	274	273	99.63	65.71	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	172	198	197	99.49	59.64	Yes	Confidence Interval	✓
Spec. Ed.	59	67	67	100.00	25.42	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	248	276	275	99.63	68.82	Yes	Confidence Interval	✓
White	246	274	273	99.63	68.97	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	172	198	197	99.49	61.98	Yes	No	✗
Spec. Ed.	59	67	67	100.00	16.94	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 97.1%**

## 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	65	57	64	56	98.46	0.00	30.36	55.36	7.14	7.14	69.64
06	67	58	67	58	100.00	12.07	20.69	41.38	15.52	10.34	67.24
07	67	62	67	62	100.00	17.74	16.13	46.77	14.52	4.84	66.13
08	77	71	77	71	100.00	15.49	25.35	32.39	18.31	8.45	59.15

<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	65	57	64	56	98.46	1.79	23.21	51.79	12.50	10.71	75.00
06	67	58	67	58	100.00	6.90	13.79	44.83	25.86	8.62	79.31
07	67	62	67	62	100.00	11.29	35.48	29.03	22.58	1.61	53.23
08	77	71	77	71	100.00	9.86	21.13	47.89	16.90	4.23	69.01

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

## Other Relevant Performance Data

### 2005-2006 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

	<b>Total # Tested</b>	<b>% At Distinguished</b>	<b>% At Above Mastery</b>	<b>% At Mastery</b>	<b>% At Partial Mastery</b>	<b>% At Novice</b>	<b>% With No Score</b>	<b>% of Students at or Above Mastery</b>	<b>% of Students Below Mastery</b>
<b>STATE – WV</b>	20647	6	15	54	21	3	1	75	25
<b>WEBSTER COUNTY</b>	127	5	13	45	28	9	1	62	38
<b>GLADE MIDDLE</b>	63	6	13	44	25	11	0	63	37

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

Glade Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the economically disadvantaged (SES) subgroup in reading/language arts and the special education (SE) subgroup in mathematics and reading/language arts. 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 October 2006 State Board meeting.

Glade Middle School achieved AYP in the all students (AS) subgroup and the racial/ethnicity white (W) subgroup in reading/language arts and in the economically disadvantaged (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 Plan and apply interventions to improve achievement of all students.

Adequate yearly progress (AYP) information by class indicated scores below mastery in both mathematics and reading: Mathematics - Grade 5 – 30.36 percent, Grade 6 – 32.76 percent, Grade 7 – 33.87 percent and Grade 8 – 40.84 percent; Reading - Grade 7 – 46.77 percent and Grade 8 – 30.99 percent. These scores have implication for the Five-Year Strategic Plan and school improvement.

WESTEST results in reading/language arts were significantly below the 2005-2014 Annual Measurable Objectives for Schools. Mathematics results for all students (AS) and racial/ethnicity white students (W) achieved the benchmark. An achievement gap existed between the economically disadvantaged (SES) subgroup and that of the all students (AS) and racial/ethnicity white (W) subgroups. The special education (SE) scores were profoundly low.

The Grade 7 Statewide Writing Assessment performance levels were far below the State levels with Glade Middle School's students at 37 percent below mastery compared to 25 percent for West Virginia.

The following professional development and/or training opportunities were provided by the West Virginia Department of Education, RESA IV, county and/or school.

1. Writing Road Map.
2. Technology Implementation in the Classroom: White Boards.
3. Differentiated Instruction: The DI Model.
4. Dealing with Diabetic Students.
5. Data Analysis for School Improvement in Mathematics and Science.
6. WESTEST Data Analysis: Implications for School Improvement in Reading and Mathematics.

## HIGH QUALITY STANDARDS

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

#### 6.1. Curriculum

**6.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

The Team interviewed teachers and observed classrooms and reported that very little true collaboration occurred between the special education teachers and the general education teachers. In most cases, the general education teacher was dominant in developing and implementing lesson plans. Full collaboration was not evident to the Team. The Team observed special education students coloring in general education classes while the remainder of the students continued the lesson. In a self-contained classroom, special education students worked mainly on worksheet assignments.

Many teachers did not indicate knowledge of a deficiency in the economically disadvantaged (SES) subgroup in reading/language arts. Educational activities that the Team observed were directed toward the general student body and most teachers could not discuss the procedures in place to directly improve the SES subgroup performance.

Several classrooms were observed throughout the day in which all the students were not actively engaged throughout the entire class period. Students were talking, drawing, and generally ignoring the teacher in the classes. Several students were sleeping during class or had their heads down on their desks.

**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)**

Teachers were not using a variety of instructional strategies in several of the classes observed. Instruction in many of these classes was not designed to address individual student needs and lessons involved whole group instruction. In two classes the teacher was working only with individual students for the entire class while the remainder of the students sat and talked and wandered around the room. The Team observed small group instruction as the only instructional strategy for the entire class in several of the classrooms.

**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)**

The Team found that teachers had sent a required materials list for students to purchase at local stores. This is inconsistent with a free and appropriate public education provided by West Virginia Code. Webster County is urged to check practices at all schools within the county to assure that students are not required to purchase required materials that should be provided by the county and/or school. This practice must cease in future school years.

- 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)**

When asked about a county or school Multicultural Plan, the teachers and students were not able to articulate a plan or the various parts of it. Multicultural activities were described as “Martin Luther King Day and lessons from social studies textbooks.” This does not satisfy the requirements of West Virginia Board of Education Policy 2421.

## **6.2. Student and School Performance**

- 6.2.1. Unified County and School Improvement Plan. A Unified County Improvement Plan and a Unified School 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.**

The Five-Year Strategic Plan did not adequately address the needs of the school. Quality steps were insufficient to correct the deficiencies in the special education (SE) and economically disadvantaged (SES) subgroups. Teachers could not articulate how the plan was to address these issues or how it was to have an impact on the curriculum. The plan was 12 pages in length and four of the pages had no material relevant to school needs.

- 6.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)**

Some lesson plans were difficult to follow and would be difficult for a substitute teacher to implement. Dates of plans were not included in the plans; therefore, it was not possible to identify the day that the activity was to take place. Plans needed to be enhanced and include a greater understanding of essential questions. Several plans for a 45 minute class had items such as “Read pages 136-139 and discuss highlights” with no clarification as to the issues that were to be presented and discussed with the students. Many of the plans for classes had one activity at the top of the page and arrows pointing to the bottom of the page indicating that all of the classes were to do the same activity. This type of planning did not allow for variations for individual classes or students.



## 6.6. Personnel

- 6.6.4. 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)**

The principal had not met with his mentor as of the date of the Education Performance Audit. One teacher had not officially met with her mentor as of the date of the Education Performance Audit.

## 6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.1. 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)**

Disruptive students were sent to in-school suspension (ISS) where they were to sit quietly and work on class work, if class work was provided. Teacher and student interviews indicated that many times teachers would not send work to ISS with the students which meant that the students missed all instruction for that period. Poor student behavior does not forfeit that student's right to educational activities. The principal was not made aware of the students sent to ISS by teachers unless the student was to spend the remainder of the day there.

- 6.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

One special education teacher had a student Individualized Education Program (IEP) in an unsecured location on the teacher's desk in view of students.

## 6.8. Leadership

- 6.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Due to the number of deficiencies found at Glade Middle School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA IV be sought to assist the building administrator in the operation of the school. This was the first year in administration for the principal and it was determined that ongoing, thorough, and efficient assistance was needed to ensure his success. The Team believed that the principal was open to suggestions and assistance and had the best interest of the students and staff as his main priority. Therefore, it is imperative that the central office work with the principal to educate him in the proper implementation of school policies, educational programs, fiscal responsibilities, and the general operation and management of the school.

## RECOMMENDATIONS

- 6.1.3. Learning environment.** The staff indicated that they were investigating a Responsible Student through Positive Behavior Support Program to implement. The staff indicated that they had the groundwork for the implementation of a Responsible Students Program but had not yet implemented this program. The Team recommended that the school implement this program as a proactive measure to decrease the incidents of harassment and bullying at the school.
- 6.1.7. Library/educational technology access and technology application.** Computers throughout the classrooms and school needed to be upgraded. The computers were being used; however, many of them were outdated and functioned improperly. The Team recommended that the computers be upgraded throughout the school with the assistance of the central office and RESA IV.

## 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 Glade Middle School in providing a thorough and efficient system of education. Webster 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 Webster County or the accreditation status of the schools.

**7.1.1. 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 effectiveness of collaboration between general education teachers and special education teachers must be improved. Given the low test scores in the special education (SE) and economically disadvantaged (SES) subgroups, it is imperative that this issue be addressed as soon as possible. Assistance may be requested from the West Virginia Department of Education, Office of Instructional Services and Office of Special Education Achievement.

Programs were needed to assist teachers in the proper development of lesson plans and in implementing the writing process. These issues would better serve the school and have a direct impact on student achievement.

The Five-Year Strategic Plan needed to be upgraded, effectively implemented and applied to result in improved student, school, and school system performance.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	West Virginia Department of Education Office of Instruction (304) 558-6320
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instruction (304) 558-6320  West Virginia Department of Education Office of Special Education Achievement (304) 558-2696 or 1-800-642-8541
6.1.8. Instructional materials.	West Virginia Department of Education Office of Legal Services (304) 558-3667
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.2.1. Unified County and School Improvement Plan. (Five-Year Strategic Plan)	West Virginia Department of Education Office of School and School System Improvement (304) 558-8098
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instruction (304) 558-6320
6.6.4. Teacher and principal internship.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842  West Virginia Center for Professional Development Peoples Building, Suite 221 Charleston, WV 25301 (304) 558-0539 or 800-982-7348

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.7.1. School rules, procedures, and expectations.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.7.2. Policy implementation.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.8.1. Leadership.	West Virginia Department of Education Office of School and School System Improvement (304) 558-8098  West Virginia Center for Professional Development Peoples Building, Suite 221 Charleston, WV 25301 (304) 558-0539 or 800-982-7348

**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 Glade Middle School and Webster County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the special education department to provide quality services and all teachers must be diligently working toward increasing student achievement in the SES subgroup. The Team recommended that the Webster County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA IV in developing the school’s capacity to improve the school’s achievement of the special education and economically disadvantaged students.

The capacity of leadership also must be developed to guide school improvement.

### 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 separated from streets and parking.
- 17.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 17.1.8. Grades 1-12 classrooms.** All classrooms were not of adequate size. Rooms 205 and 206 did not have chalkboards and bulletin boards.
- 17.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, display facilities, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have a podium or acoustical treatment.
- 17.1.11. Grades 6-12 science facilities.** The science facilities were not of adequate size and did not have gas, AC and DC current, air vacuum, ventilation fume hood, demo table, fire extinguisher, blanket, emergency showers, or main gas shut-off.
- 17.1.15. Health service units.** The health services unit did not have curtained or small rooms with cots.

### **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 achievement levels of students in the economically disadvantaged students (SES) and special education (SE) subgroups, Glade Middle School and Webster County must implement high yield instructional practices and instruction that will improve students' achievement. Webster County must actively pursue assistance from RESA IV, 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.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
91-301 Glade Middle	Conditional Accreditation	6.1.2; 6.1.5; 6.1.8; 6.1.12; 6.2.1; 6.2.3; 6.6.4; 6.7.1; 6.7.2; 6.8.1		
			5.1.1 (SES/SE)	May 31, 2009

**Education Performance Audit Summary**

The Team identified ten 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 two recommendations. In addition, the Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention recommendation.

Glade Middle School’s Education Performance Audit was limited in scope to the performance and progress standards 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 Glade Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.