

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

SHORT LINE SCHOOL

WETZEL COUNTY SCHOOL SYSTEM

MARCH 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Short Line School in Wetzel County was conducted on February 21, 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 Brock, Coordinator

West Virginia Department of Education Team Leader – Monica Beane, Coordinator, Office of Professional Preparation

TEAM MEMBERS

| Name | Title | School/County |
|----------------|---|--|
| Kimberly Agee | Intermediate School Assistant Principal | Mill Creek Intermediate Berkeley County |
| Charles Baker | Superintendent | Brooke County Schools |
| Gene Brock | Middle School Principal | Warm Springs Middle Morgan County |
| Susan Ferrell | Primary School Teacher | Nutter Fort Primary Harrison County |
| Byron Freeland | Elementary School Principal | Limestone Elementary Marshall County |
| April Haught | Middle School Principal | Ritchie County Middle Ritchie County |

SCHOOL PERFORMANCE

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

92 WETZEL COUNTY
Dr. Paul E. Barcus, Jr., Superintendent
204 SHORT LINE SCHOOL – Needs Improvement
Theresa J. Beckett, Principal
Grades K - 08
Enrollment 552

| 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 | 319 | 334 | 334 | 100.00 | 71.47 | Yes | Yes | ✓ |
| White | 318 | 333 | 333 | 100.00 | 71.38 | Yes | Yes | ✓ |
| Black | ** | ** | ** | ** | ** | NA | NA | NA |
| Hispanic | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Low SES | 208 | 223 | 223 | 100.00 | 64.90 | Yes | Yes | ✓ |
| Spec. Ed. | 59 | 63 | 63 | 100.00 | 23.72 | Yes | No | ✗ |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 319 | 334 | 334 | 100.00 | 81.50 | Yes | Yes | ✓ |
| White | 318 | 333 | 333 | 100.00 | 81.44 | Yes | Yes | ✓ |
| Black | ** | ** | ** | ** | ** | NA | NA | NA |
| Hispanic | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Low SES | 208 | 223 | 223 | 100.00 | 78.36 | Yes | Yes | ✓ |
| Spec. Ed. | 59 | 63 | 63 | 100.00 | 33.89 | Yes | No | ✗ |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.1%

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 |
| 03 | 48 | 45 | 48 | 45 | 100.00 | 0.00 | 24.44 | 44.44 | 26.67 | 4.44 | 75.56 |
| 04 | 55 | 52 | 55 | 52 | 100.00 | 5.77 | 17.31 | 42.31 | 26.92 | 7.69 | 76.92 |
| 05 | 49 | 48 | 49 | 48 | 100.00 | 14.58 | 33.33 | 35.42 | 14.58 | 2.08 | 52.08 |
| 06 | 56 | 54 | 56 | 54 | 100.00 | 5.56 | 14.81 | 61.11 | 14.81 | 3.70 | 79.63 |
| 07 | 55 | 55 | 55 | 55 | 100.00 | 7.27 | 20.00 | 54.55 | 16.36 | 1.82 | 72.73 |
| 08 | 71 | 65 | 71 | 65 | 100.00 | 10.77 | 18.46 | 46.15 | 20.00 | 4.62 | 70.77 |

| Reading | | | | | | | | | | | |
|---------|-------------|----------|--------|------------|------------|--------|---------------|---------|---------------|---------------|------------|
| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 03 | 48 | 45 | 48 | 45 | 100.00 | 2.22 | 11.11 | 53.33 | 22.22 | 11.11 | 86.67 |
| 04 | 55 | 52 | 55 | 52 | 100.00 | 9.62 | 11.54 | 40.38 | 34.62 | 3.85 | 78.85 |
| 05 | 49 | 48 | 49 | 48 | 100.00 | 12.50 | 22.92 | 45.83 | 14.58 | 4.17 | 64.58 |
| 06 | 56 | 54 | 56 | 54 | 100.00 | 3.70 | 5.56 | 48.15 | 33.33 | 9.26 | 90.74 |
| 07 | 55 | 55 | 55 | 55 | 100.00 | 5.45 | 14.55 | 45.45 | 25.45 | 9.09 | 80.00 |
| 08 | 71 | 65 | 71 | 65 | 100.00 | 4.62 | 9.23 | 36.92 | 41.54 | 7.69 | 86.15 |

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

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

| | Total # Tested | % Novice | % Partial Mastery | % Mastery | % Above Mastery | % Distinguished | % Below # Mastery | % At or # Above Mastery |
|-------------------|----------------|----------|-------------------|-----------|-----------------|-----------------|-------------------|-------------------------|
| STATE - WV | 20498 | 4% | 19% | 49% | 18% | 5% | 24% | 74% |
| WETZEL COUNTY | 235 | 2% | 18% | 51% | 18% | 6% | 21% | 76% |
| SHORT LINE SCHOOL | 53 | 5% | 23% | 50% | 12% | 3% | 29% | 67% |

**2004-2005 Writing Assessment
Distribution of Performance Across All Performance Levels
Grade 7**

| | Total # Tested | % Novice | % Partial Mastery | % Mastery | % Above Mastery | % Distinguished | % Below # Mastery | % At or # Above Mastery |
|-------------------|----------------|----------|-------------------|-----------|-----------------|-----------------|-------------------|-------------------------|
| STATE – WV | 21040 | 2% | 24% | 57% | 14% | 3% | 27% | 73% |
| WETZEL COUNTY | 228 | 2% | 22% | 66% | 8% | 2% | 24% | 76% |
| SHORT LINE SCHOOL | 51 | 6% | 18% | 63% | 10% | 4% | 24% | 76% |

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

| Percentage of Students | School Year |
|------------------------|-------------|
| 38.58% | 2003-04 |
| 40.64% | 2002-03 |
| 45.124% | 2001-02 |

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Short Line School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education students (SE) subgroup. In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education continued the school's Conditional Accreditation status at the September 2005 State Board meeting.

Adequate yearly progress (AYP) Information by Class data showed the combined percent of students Below Mastery and Novice to be very high in both mathematics (approximately 47 percent) and reading (approximately 34 percent). Additionally, the Grade 4 Statewide Writing Assessment percent at or Above Mastery (67 percent) was considerably below both the county and state's scores. These indicate implications for direct and high-yield instructional strategies to improve achievement of all students.

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

1. New Reading Assessments (DIBELS, TPRI, PPVT).
2. Technology Planning and Issues.
3. WESTEST Analysis.
4. Curriculum Mapping.
5. Standards Based Mathematics.
6. WV Reading Association Conference.
7. Testmate Clarity.
8. Writing Assessment.
9. Differentiated Instruction.
10. Managing Disruptive Behavior training.
11. I KNOW.
12. Five-Year Strategic Plan.
13. Schoolwide Positive Behavior Support.
14. Reading Cadre.
15. WVDE Training for School Improvement.
16. Individualized Education Plan (IEP).

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Short Line School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.3. Learning environment.** The teacher of Advanced Art and students were in the process of creating a wall mural in the hallway. Team members observed students painting the mural, which was a widespread project and involved numerous students. The mural will add to the educational environment of the school.

The Team commended the administration and staff for enhancing a RESA VI created program that serves as a literary council for staff members. The teachers meet weekly after school in a study group for reflective time to share best practices and to develop instructional strategies relevant to their teaching assignment. Staff reported that 35 of 40 teachers attend regularly.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 - 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)

Special education students' performance was not thoroughly monitored when the students were included in general education classes. A system of performance checks needed to be in place to assure that special education students performed at the correct pace before too much time passed and student success was more difficult to attain. According to the school's Five-Year Strategic Plan, 85 percent of the special education students were included in the general education classrooms this year; however, consultative support was neither observed nor documented. Teachers and special education students expressed frustration with the current void in support to ease the transition to general education.

- 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)

Four teachers did not demonstrate appropriate classroom management techniques. Several students were not engaged in learning activities in each of the classes. The

lesson being presented in one of these classes was not aligned with the lesson in the plan book and instruction ended more than five minutes early.

6.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

The Team interviewed teachers and students and found that all teachers were not giving writing assignments to all students on a weekly basis. Also, the Team found that not all of the student writing was collected and corrected for spelling, punctuation, and grammar. Grade 4 Writing Assessment percent at or above Mastery at 67 percent was below the county and state levels.

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)

Although technology was available, there was no evidence of extensive technology use by student logs, student interviews, and Team observation. The Team noted minimal computer usage throughout the day of the Education Performance Audit and students also confirmed this.

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 was not presented with a schoolwide Multicultural Plan. A formal Multicultural Plan was not in place the date of the Education Performance Audit. Additionally, the Team observed minimal multicultural activities throughout the building.

6.2. Student and School Performance

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)

While some teachers provided quality lesson plans, some teachers did not have complete lesson plans. Furthermore, many of the lesson plans were not aligned with Content Standards and Objectives (CSOs). One teacher had one subject area listed as two musical notes and one word with an arrow indicating it was the lesson for the entire week. Also, teachers were not provided feedback from the administration regarding lesson plans. The principal stated that teachers were not required to turn in lesson plans for review, that it was only recommended.

RECOMMENDATIONS

6.1.3. Learning environment. The Team observed distractions/disruptions to the learning environment from noise in the hallway. The Team recommended that classroom doors

remain shut during the instructional day to limit these distractions. The Team also recommended that the disruptions be limited.

- 6.1.5. Instructional strategies.** Teachers interviewed stated that various teaching strategies were used. However, classroom observations failed to reveal varied instructional strategies in some classrooms. The Team recommended that all teachers implement a variety of instructional strategies as recommended by Policy 2510 to motivate all students, particularly those in the SE subgroup that performed below the proficient level.

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 Short Line School in providing a thorough and efficient system of education. Wetzel 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 Wetzel 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 high numbers of special education students placed in general education classes with no consultative support indicated the need for monitoring their mastery of the curriculum. It is imperative that these students be given the support and resources necessary to be successful in the general education classes.

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 Short Line 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 Instructional Services (304) 558-7805 |
| 6.1.5. Instructional strategies. | West Virginia Department of Education Office of Instructional Services (304) 558-7805 |
| 6.1.6. Instruction in writing. | 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 |
| 6.1.12. Multicultural activities. | West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830 |
| 6.2.3. Lesson plans and principal feedback. | 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 Short Line School and Wetzel County have the capacity to correct the identified deficiencies. However, special education students must be given the support and resources necessary to be successful in these classes. The Team recommended that the Wetzel County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA VI in developing the school's capacity to improve the school's achievement of the special education students.

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.

- 17.1.7. K classrooms.** The Kindergarten classrooms were not of adequate size.
- 17.1.8. Grades 1-12 classrooms.** Rooms 202, 203, 204, 205, 207, 210, 211, 212, 213, and 215 were not of adequate size.
- 17.1.10. Specialized instructional areas.** The art facility was not of adequate size and did not have 2 deep sinks. The music facility was not of adequate size and did not have adequate storage. The physical education facilities did not have a display case or bulletin board. The music facility was not of adequate size and did not have adequate storage.
- 17.1.11. Grades 6-12 science facilities.** Rooms 202 and 215 were not of adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. Additionally, these rooms did not have the following: AC and DC current, air vacuum, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, and emergency showers. Room 202 did not have a sink, hot and cold water, and gas.

- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage did not have fire resistant curtains, acoustical panels, film screens, and controlled illumination.
- 17.1.14. Food service.** The food service area did not have a chalkboard.
- 17.1.15. Health service units.** The health services unit did not have a refrigerator with locked storage.

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 special education (SE) subgroup, the administration and staff must investigate avenues and implement programs that will allow for the continual monitoring of the SE students in the general education classes. It is imperative that student progress and impediments to such be identified promptly in order to provide assistance to these students.

School Accreditation Status

| School | Accreditation Status | Education Performance Audit High Quality Standards | Annual Performance Measures Needing Improvement | Date Certain |
|--------------------------|---------------------------|--|---|--------------|
| 92-204 Short Line School | Conditional Accreditation | 6.1.2; 6.1.5; 6.1.6; 6.1.7; 6.1.12; 6.2.3 | | |
| | | | 5.1.1. (SE) | May 31, 2007 |

Education Performance Audit Summary

The Team identified six high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for the special education (SE) subgroup. The Team presented two recommendations, noted one indicator of efficiency, suggested capacity building resources, and noted an early detection and intervention concern.

Short Line 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 Short Line School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.