

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

RICHWOOD JUNIOR HIGH SCHOOL

NICHOLAS COUNTY SCHOOL SYSTEM

JUNE 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Richwood Junior High School in Nicholas County on January 25, 2005.

A Follow-up Education Performance Audit of Richwood Junior High School in Nicholas County was conducted May 8, 2006. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school "... does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education."

SCHOOL PERFORMANCE
2003-2004

62 NICHOLAS COUNTY
Luther Baker, Superintendent

401 RICHWOOD JUNIOR HIGH - Needs Improvement

Mark Skaggs, Principal
Grades 07 - 09
Enrollment 380

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
Mathematics								
All	242	256	252	98.44	58.15	Yes	Confidence Interval	✓
White	242	256	252	98.44	58.15	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	173	185	181	97.84	51.76	Yes	Confidence Interval	✓
Spec. Ed.	62	66	64	96.97	11.47	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	242	256	253	98.83	77.91	Yes	Yes	✓
White	242	256	253	98.83	77.91	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	173	185	182	98.38	71.34	Yes	Confidence Interval	✓
Spec. Ed.	62	66	64	96.97	29.50	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.3%

Adequate Yearly Progress (AYP) Information by Class 2003-2004

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	128	122	125	119	97.66	10.92	34.45	43.70	10.92	0.00	54.62
08	128	120	127	120	99.22	14.17	24.17	44.17	15.83	1.67	61.67

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	128	122	126	120	98.44	3.33	17.50	53.33	20.00	5.83	79.17
08	128	120	127	120	99.22	5.83	17.50	43.33	27.50	5.83	76.67

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%	2	2%	7	6%	80	65%	7	6%	17	14%	11	9%	124

Note: Seventy-two percent (72%) 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**

Percentage of Students	School Year
18.42%	2003-04
15.13%	2002-03
Not available.	2001-02

A new physical education teacher was hired beginning with the 2004-2005 school year. The Team observed the physical education students being kept on task and engaged throughout the class periods. The Team believed that the Presidential Physical Fitness Test scores will improve given the rigorous curriculum observed during the Education Performance Audit.

SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high-quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

62 NICHOLAS COUNTY

Luther Baker, Superintendent

401 RICHWOOD JUNIOR HIGH- Needs Improvement

Mark Skaggs, Principal

Grades 07 - 09

Enrollment 355

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	241	251	243	96.81	62.97	Yes	Confidence Interval	✓
White	241	251	243	96.81	62.97	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	178	186	181	97.31	58.38	Yes	Confidence Interval	✓
Spec. Ed.	63	67	63	94.02	18.64	By Average	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	241	251	242	96.41	78.63	Yes	Yes	✓
White	241	251	242	96.41	78.63	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	178	186	180	96.77	75.00	Yes	Yes	✓
Spec. Ed.	63	67	63	94.02	42.37	By Average	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.6%

Adequate Yearly Progress (AYP) Information by Class 2004 - 2005

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	124	119	120	116	96.77	4.31	30.17	49.14	14.66	1.72	65.52
08	127	122	123	119	96.85	7.56	31.93	48.74	9.24	2.52	60.50

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	124	119	120	116	96.77	1.72	13.79	47.41	33.62	3.45	84.48
08	127	122	122	118	96.06	2.54	24.58	44.92	22.88	5.08	72.88

Other Relevant Performance Data

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%
NICHOLAS COUNTY	303	4%	32%	51%	11%	2%	35%	65%
RICHWOOD JUNIOR HIGH	94	2%	47%	48%	2%	1%	49%	51%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Richwood Junior High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: special education students (SE) in both mathematics and reading/language arts. 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 upgraded the school to Conditional Accreditation status at the February 9, 2005 State Board meeting.

Richwood Junior High School achieved AYP by application of the confidence interval in the all students (AS), racial ethnic/white (W), and economically disadvantaged (SES) subgroups in mathematics and the SES subgroup in reading/language arts. Nicholas County curriculum staff and school staff are urged to address achievement deficiencies of these subgroups.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement. However, the plan needed to be strengthened to bring about improved student achievement.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Richwood Junior High School failed to make adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics. Additionally, the subgroups of all students (AS), racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics had to rely on the confidence interval. The SE subgroup in reading/language arts made AYP by the safe harbors provision. Although progress had been made, additional efforts and plans need to be focused to assist the SE subgroup in particular.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

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)

Collaboration between the special education teachers and general education teachers was under utilized. The amount of time that the special education teachers were available for collaboration in the classroom was very limited, as determined by teacher interviews and Team observations. Due to the low special education cell scores, this issue should be corrected immediately.

FOLLOW-UP REVIEW

COMPLIANCE. Collaborative teams were observed in operation in the school. The co-teaching of classes and collaborative planning appeared to be functioning smoothly.

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)

Computers available throughout the school were outdated. Through classroom observations and student/teacher interviews, the Team found that newer technologies were not being used in classes. Student computer use was not evident. The Team noted that only one student, two teachers, and the guidance counselor were using computers throughout the day.

According to the librarian, the library is only available to students one period per day. Therefore, students did not have regular access to the library.

FOLLOW-UP REVIEW

COMPLIANCE. Significant upgrades have been made relative to software being utilized. Most computers now have Windows XP with only a few computers still having the Windows 98 version. All the Windows 95 version software has been upgraded.

Logs of computer use are being maintained at each station. The library is now accessible the entire day.

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)

According to teachers, numbers of textbooks were insufficient in the areas of science, mathematics, and spelling. Requests had been placed with the central office; however, these books had not yet been ordered.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Sufficient textbooks were available in science and mathematics, but spelling books were reported lacking. Classroom sets of English, spelling, and reading books were available; but each child did not have access to an individual copy for homework.

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)

There was no evidence that the guidance counselor was meeting with students at least 75 percent of the time. According to the counselor, the percentage of time spent with students was only at approximately 60 percent and the remaining 40 percent was spent on paperwork issues. A counseling log could not verify the required 75 percent of student contact time.

FOLLOW-UP REVIEW

COMPLIANCE. Evidence was presented that the guidance counselor was spending 75 percent of counseling time in student contact.

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)

While some multicultural activities were being conducted by some individual teachers, little evidence existed that multicultural activities were ongoing throughout the year. The staff or students could not articulate a countywide multicultural plan.

FOLLOW-UP REVIEW

COMPLIANCE. Both the county and school Multicultural Plan existed. Multicultural activities were on a five day rotation with other special programs.

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)

Through a check of lesson plans, the Team found that many teacher's lesson plans had not been reviewed by the administrator during the second quarter. Several teachers stated that there was no written feedback provided by the administration on lesson plans that were submitted to the office on a weekly basis. In consideration of the deficient achievement of the special education (SE) subgroup and the below State percent proficient of the all students (AS), racial/ethnic/white (W), and economically disadvantaged (SES) subgroups, the principal needed to be reviewing lesson plans and providing written comments, where needed, to improve instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The principal maintained a lesson plan checklist and summary of the plans.

6.6. Personnel

- 6.6.2. Licensure.** Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The teacher who taught physical education/health was not certified to teach health classes.

FOLLOW-UP REVIEW

COMPLIANCE. The teacher was no longer teaching health.

RECOMMENDATION

- 6.1.5. Instructional strategies.** The Team saw minimal evidence of varied instructional strategies throughout the day. This could have been due to this being the first day of the new semester, and that is why this was written as a recommendation and not a deficiency. The Team recommended that teachers vary instructional strategies on a daily basis.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Summaries of classroom walk-throughs document that varied instructional strategies were being used.

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 effectiveness of collaboration between regular education teachers and special education teachers must be improved. Given the low test scores in the special education (SE) subgroup, 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.

FOLLOW-UP CONCLUSION

Collaboration had improved between general and special education teachers. Progress had been made with the special education (SE) subgroup, but the goal of making adequate yearly progress (AYP) has not yet been met.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 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 Richwood Junior High School and Nicholas County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

The school appeared to have the capacity to make adequate yearly progress (AYP). Next year the school will convert to a middle school with a nine period day.

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 site was not 11 acres +1 acre for each 100 students over 600. The site was not large enough for future expansion and did not have well-drained soil free of erosion. There was not sufficient on-site, solid surface parking for staff, visitors, and individuals with limited mobility.
- 17.1.3. Teachers' workroom.** Communications technology was not provided for teacher use.
- 17.1.5. Library/media and technology center.** Recordings, tapes, and other materials were not adequate. Space for technology, including computer laboratories, was not provided or utilized.
- 17.1.10. Specialized instructional areas.** The art facility did not have black-out areas. The physical education facilities did not have a display case, bulletin board, or seating available.

- 17.1.11. Grades 6-12 science facilities.** Science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following were not available: AC and DC current, air vacuum, ventilation fume hood, demo table, emergency blanket, and balance cases.
- 17.1.14. Food service.** A chalkboard and bulletin board were not available. A teachers' dining area of adequate size was not provided.
- 17.1.15. Health service units.** A bulletin board was not available.

FOLLOW-UP CONCLUSION

- 17.1.14. The facility needs remain the same with the exception of a chalkboard and bulletin board now being available in the food service area.**

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 students (SE) subgroup, Richwood Junior High School and Nicholas County must implement West Virginia's curriculum and instruction that will improve achievement. Nicholas 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.

TEAM SUMMARY

Richwood Junior High School should continue to seek assistance from the West Virginia Department of Education, RESA IV, and the Center for Professional Development to assist with school improvement efforts. With the conversion from a junior high school to a middle school, additional training will be necessary as the school changes from the block schedule for a nine period day with a new grade configuration.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
62-401 Richwood Junior High	Temporary Accreditation	6.1.8		
			5.1.1 (SE)	May 31, 2007

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Nicholas County School System and issue the Temporary Accreditation status of Richwood Junior High School with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).

The Office of Education Performance Audits further recommended that the West Virginia Department of Education direct the school to provide spelling textbooks by the opening of the 2006-2007 school year in September or to face Seriously Impaired status and the ensuing consequences.