

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

SUMMERSVILLE 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 Summersville Junior High School in Nicholas County on January 26, 2005.

A Follow-up Education Performance Audit of Summersville 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

402 SUMMERSVILLE JUNIOR HIGH - Need Improvement

Fred Amick, Principal

Grades 07 - 09

Enrollment 657

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	433	453	434	95.81	67.46	Yes	Yes	✓
White	429	448	429	95.76	67.39	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	247	259	242	93.44	58.87	By Improvement	Confidence Interval	✓
Spec. Ed.	97	103	91	88.35	30.23	No	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	433	453	434	95.81	81.44	Yes	Yes	✓
White	429	448	429	95.76	81.50	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	247	259	242	93.44	74.45	By Improvement	Yes	✓
Spec. Ed.	97	103	91	88.35	46.51	No	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.7%

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	214	203	204	194	95.33	9.28	25.77	41.75	19.59	3.61	64.95
08	239	230	230	221	96.23	6.33	23.98	44.34	22.62	2.71	69.68

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	214	203	204	194	95.33	1.03	12.37	50.52	26.80	9.28	86.60
08	239	230	230	221	96.23	3.17	19.91	42.08	25.34	9.50	76.92

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%	2	1%	9	4%	21	10%	120	59%	20	10%	16	8%	14	7%	202

Note: Seventy-five percent (75%) 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
43%	2003-04
42.59%	2002-03
65%	2001-02

**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

402 SUMMERSVILLE JUNIOR HIGH- Need Improvement

Fred Amick, Principal

Grades 07-09

Enrollment 657

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	412	446	439	98.43	69.70	Yes	Yes	✓
White	409	442	435	98.41	69.47	Yes	Yes	✓
Black	*	**	**	100.00	0.00	NA	NA	NA
Hispanic	**	**	**	100.00	100.00	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	222	249	242	97.18	58.79	Yes	Confidence Interval	✓
Spec. Ed.	101	109	102	93.57	35.78	No	No	✗
LEP	**	**	**	100.00	100.00	NA	NA	NA
Reading/Language Arts								
All	412	446	443	99.32	75.36	Yes	Yes	✓
White	409	442	439	99.32	75.18	Yes	Yes	✓
Black	*	**	**	100.00	0.00	NA	NA	NA
Hispanic	**	**	**	100.00	100.00	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	222	249	246	98.79	64.54	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	101	109	106	97.24	36.36	Yes	No	✗
LEP	**	**	**	100.00	100.00	NA	NA	NA

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 2004 - 2005

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	213	202	212	202	99.53	8.42	18.81	47.52	20.79	4.46	72.77
08	233	210	227	204	97.42	7.35	25.98	40.20	23.04	3.43	66.67

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	213	202	212	202	99.53	3.47	19.80	38.61	28.22	9.90	76.73
08	233	210	231	208	99.14	3.37	22.60	45.19	20.19	8.65	74.04

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%
SUMMERSVILLE JUNIOR HIGH	209	4%	25%	53%	15%	3%	29%	71%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

- 5.1.1. Summersville 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 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 Conditional Accreditation status at the February 9, 2005 State Board meeting.**

Summersville Junior High met AYP in the economically disadvantaged (SES) subgroup in mathematics by the application of the confidence interval and may have an achievement deficiency if immediate action is not taken.

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

FOLLOW-UP REVIEW

NONCOMPLIANCE. Summersville Junior High School failed again to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in both mathematics and reading/language arts. Only by application of the confidence interval was AYP achieved in the economically disadvantaged (SES) subgroup.

- 5.1.2. Participation rate.**

One subgroup designated in 5.1.2. Participation rate, included: special education students (SE). Furthermore, the school only achieved AYP in participation rate by improvement. The county and school are vigorously urged to address these issues.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The special education (SE) subgroup again failed to meet the Participation rate in mathematics.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

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)**

One science class that contained a large number of special education students was being given the answers to the assignment without discussion. The students were not being asked to think about what the answers were, only given the answers. This reflected low expectations for students and this practice needed to be modified. A challenging curriculum must be developed and all students must be expected to learn at high levels.

FOLLOW-UP REVIEW

COMPLIANCE. Walk-through monitoring records showed this practice had been eliminated as recorded by the principal.

- 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)**

Through teacher interviews the Team found that writing was being used as a form of punishment by one teacher. When questioned about this practice, the teacher stated that this is one method of classroom management. This practice is detrimental to the writing process in that it discourages student performance in writing.

The Team interviewed teachers and students and found 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.

FOLLOW-UP REVIEW

COMPLIANCE. Writing was no longer being used as punishment by the teacher. It was apparent that writing assignments were being given weekly. Writing scores improved dramatically to 84 percent of students scoring at or above mastery according to the 2005-2006 results provided by the school.

- 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 the computers in the computer laboratories were being used, the Team observed that very few classroom computers were used throughout the building during the Education Performance Audit.

Teachers stated that the library was underutilized and disorganized.

FOLLOW-UP REVIEW

COMPLIANCE. Classroom computers were reported as being utilized more extensively. The library had been reorganized and was being more fully utilized.

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)

Four teachers could not produce acceptable lesson plans to the Team members when asked for them. One teacher stated that the plans were on a computer that was in a different part of the building and the other three teachers' lesson plans were not of a quality that a substitute teacher could follow. It is imperative that each teacher produce quality lesson plans that outline the curricular issues that are to be addressed by the students.

FOLLOW-UP REVIEW

COMPLIANCE. A review of lesson plans showed that they were available and acceptable. All the plans were reviewed and commented on by the principal.

RECOMMENDATION

6.1.8. Instructional materials. During a classroom observation, a science teacher was overheard asking students for donations for classroom science materials. The Team recommended that this practice cease and that the school provide the materials necessary to complete each class without soliciting funds from students.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The teacher has been directed to cease soliciting funds.

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 Summersville Junior High School in providing a thorough and efficient system of education. Nicholas 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 Nicholas County or the accreditation status of the school.

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.

In consideration that only eleven (11) students of the 202 students assessed scored at or above 3.0 on the Statewide Writing Assessment, and that instruction in writing was not a component of every child's weekly curriculum or corrected and graded, Summersville Junior High needs to revise their schoolwide writing process to ensure that all students write in each class at a minimum of once per week.

FOLLOW-UP CONCLUSION

Writing results showed that 84 percent of students scored At or Above Mastery.

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

FOLLOW-UP CONCLUSION

The school and county had the capacity to correct the deficiencies with assistance from RESA IV, the West Virginia Department of Education, and the Center for Professional Development.

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, Summersville Junior High School and Nicholas County must implement West Virginia's required curriculum and the 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

Assistance needed to continue from other agencies as well as increased efforts on the part of the school to achieve adequate yearly progress (AYP).

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
62-402 Summersville Junior High	Conditional Accreditation		5.1.1 (SE)	May 31, 2007
			5.1.2. (SE)	May 31, 2006

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 continue the Conditional Accreditation status of Summersville Junior High School with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP) for 5.1.1. and a May 31, 2006 Date Certain to achieve AYP for 5.1.2.