

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

TRAP HILL MIDDLE SCHOOL

RALEIGH COUNTY SCHOOL SYSTEM

DECEMBER 2005

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Trap Hill Middle School in Raleigh County on October 19, 2004.

A Follow-up Education Performance Audit of Trap Hill Middle School in Raleigh County was conducted October 19, 2005. 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**

74 RALEIGH COUNTY
Dr. Charlotte Hutchens, Superintendent
302 TRAP HILL MIDDLE SCHOOL – Needs Improvement
Marsha Smith, Principal
Grades 06 - 08
Enrollment 482

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	449	480	479	99.79	63.39	Yes	Yes	√
White	445	474	473	99.79	63.28	Yes	Yes	√
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	288	311	310	99.68	55.40	Yes	No	x
Spec. Ed.	72	82	82	100.00	13.88	Yes	No	x
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	449	480	478	99.58	76.06	Yes	Yes	√
White	445	474	472	99.58	76.07	Yes	Yes	√
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	288	311	309	99.36	71.32	Yes	Confidence Interval	√
Spec. Ed.	72	82	81	98.78	28.16	Yes	No	x
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year.
* -- 0 students in subgroups.
** -- Below 10 students in subgroups.

**Passed
Attendance Rate = 91.6%**

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.

74 RALEIGH COUNTY
Dr. Charlotte Hutchens, Superintendent
302 TRAP HILL MIDDLE SCHOOL – Passed
Marsha Smith, Principal
Grades 06 - 08
Enrollment 436

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	439	458	448	97.81	73.37	Yes	Yes	✓
White	435	454	444	97.79	73.36	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	273	288	280	97.22	66.79	Yes	Yes	✓
Spec. Ed.	78	79	75	94.93	30.66	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	439	458	448	97.81	81.48	Yes	Yes	✓
White	435	454	444	97.79	81.30	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	273	288	280	97.22	77.23	Yes	Yes	✓
Spec. Ed.	78	79	75	94.93	37.33	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year.

* -- 0 students in subgroups.

** -- Below 10 students in subgroups.

Passed
Attendance Rate = 97.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement

Trap Hill Middle School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: (SES) economically disadvantaged and (SE) special education students. 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 the deficiencies in 5.1.1. Achievement. The activities that have been developed in the revision are of a high quality and will result in improved student achievement if properly implemented.

FOLLOW-UP REVIEW

COMPLIANCE. Trap Hill Middle School achieved adequate yearly progress in all subgroups designated in 5.1.1. Achievement. Factors that contributed to the increase in student achievement included:

1. The use of a variety of instructional strategies.
2. Inclusion of special education students in general education classes.
3. The use of technology.
4. Staff development opportunities for teachers.
5. The employment of academic coaches to assist special education teachers.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

- 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)

There was no evidence that technology was being taught to all students. Computer classes were elective in nature and the Team observed few computers being used. Teachers reported they did not have the opportunity or option to use the computer laboratory. Student interviews confirmed a lack of opportunity for general student use of technology.

The library was not utilized effectively. Students reported that regular access to the library was not possible and evidence of general class use of the library was not apparent to the Team.

FOLLOW-UP REVIEW

COMPLIANCE. The librarian coordinated the utilization of the computer laboratory and the mobile computer laboratory. Computer laboratory usage was verified through utilization logs. Reading classes were scheduled to use the library every two weeks and students had access to the library before school and during the lunch periods.

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 was unable to identify evidence substantiating that 75 percent of the counselor's time was spent assisting students. Some documentation was given as to the schedule of the counselor; however, the information provided did not give sufficient data in which to substantiate 75 percent direct student contact.

FOLLOW-UP REVIEW

COMPLIANCE. Student contact logs were used to verify that 75 percent of the counselor's time was used for direct student counseling services.

RECOMMENDATIONS

6.1.5. Instructional strategies. Many students indicated that an excessive number of worksheets were used in many of the classrooms. Team observations confirmed this practice. The Team recommended that the staff utilize a variety of instructional strategies to enhance interest and creativity in the subject matter and mastery of the Content Standards and Objectives (CSOs).

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team observed a variety of instructional strategies being used in the classes observed.

6.1.13. Instructional day. Through teacher interviews, the Team found that several of the staff members thought the 28-minute period at the end of the day for reteach was not enough time to be effective. By the time students were seated and materials were distributed only ten minutes remained for instruction. It would be difficult for specific individual needs to be addressed during this short time. Furthermore, many teachers were not instructing during this time. The Team recommended that the minutes be distributed among the core classes.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The schedule was restructured to eliminate the reteach period and add the time to the CORE classes.

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 Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Trap Hill Middle School in providing a thorough and efficient system of education. Indicators of Efficiency shall not be used to affect the approval status of Raleigh County or the accreditation status of the schools.

The 28-minute period at the end of the school day for reteach could be used more efficiently and effectively. By the time students were seated and materials were distributed only ten minutes remained for instruction. It would be difficult for specific individual needs to be addressed during this short time. Furthermore, many teachers were not instructing during this time. Through teacher and student interviews the Team determined that this amount of time was not long enough to allow for an efficient delivery of educational services.

FOLLOW-UP CONCLUSION

The schedule was restructured to eliminate the reteach period and add the time to the CORE classes.

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 Trap Hill Middle School and Raleigh County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

Trap Hill Middle School achieved adequate yearly progress in all subgroups designated in 5.1.1. Achievement. Factors that contributed to the increase in student achievement included:

- 1. The use of a variety of instructional strategies.**
- 2. Inclusion of special education students in general classes.**
- 3. The use of technology.**
- 4. Staff development opportunities for teachers.**
- 5. The employment of academic coaches to assist special education teachers.**

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 Checklist, Trap Hill Middle School was below standard in the areas listed.

17.1.5. Library, media and technology centers. The Library/Resource/Media Center did not provide pamphlets.

17.1.10. Specialized instructional areas.

- The art facility did not have black-out areas.
- The physical education facility did not have a bulletin board.

17.1.11. Grades 6-12 science facilities. Science classrooms (three) did not have gas, air vacuum, darkening provisions, and a main gas shut-off.

17.1.12. Grades 7-12 auditorium/stage facilities. Trap Hill Middle School did not have an auditorium or any stage facilities.

17.1.14. Food service. A teachers' dining area of adequate size was not provided.

17.1.15. Health services units.

- A health service unit of adequate size was not available.

- Health service equipment and furnishings were inadequate in terms of: Curtained or small rooms with cots, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, desk and chair, and locked medication box.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the December 2004 Draft Report with the exception of the following:

17.1.12. Specialized instructional areas.

- **A bulletin board was added to the physical education facility.**

17.1.16. Health services units.

- **A health service unit was available, but not equipped.**

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 (SES) and special education (SE) subgroups, Trap Hill Middle School and Raleigh County must implement curriculum and instruction that will improve students' achievement. Raleigh County must actively pursue assistance from RESA I, 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

Raleigh County Schools and RESA I provided school improvement assistance to Trap Hill Middle School. The following strategies were used to increase performance:

- 1. Academic coaches were employed.**
- 2. The county provided staff development on Max Thompson and Ruby Payne.**
- 3. RESA I trained teachers and principals in test data analysis.**

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
74-302 Trap Hill Middle	Full Accreditation			

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Raleigh County School System and continue the Full Accreditation status of Trap Hill Middle School.