

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**SHADY SPRING MIDDLE SCHOOL**

**RALEIGH COUNTY SCHOOL SYSTEM**

**MARCH 2006**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Shady Spring Middle School in Raleigh County was conducted on February 7, 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 Unified School Improvement 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 – Debbie Harki, Coordinator, Office of Instructional Services

West Virginia Department of Education Team Leader – Larry Lamb, Coordinator, Office of Instructional Services

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Steve Bailey	Primary School Principal	Princeton Primary School Mercer County
Steve Kirby	Middle School Principal	Mullens Middle School Wyoming County
Bruce Kolsun	Elementary School Principal	Malden Elementary School Kanawha County
Dan Zirkle	High School Principal	Mount View High School McDowell County

### SCHOOL PERFORMANCE

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

**74 RALEIGH COUNTY**  
Dr. Charlotte Hutchens, Superintendent  
**403 SHADY SPRING MIDDLE SCHOOL – Needs Improvement**  
Gary Nichols, Principal  
Grades 06 - 08  
Enrollment 595

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	550	593	583	98.31	81.54	Yes	Yes	✓
White	544	586	576	98.29	81.52	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	243	270	261	96.66	74.46	Yes	Yes	✓
Spec. Ed.	56	65	62	95.38	29.62	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	550	593	583	98.31	82.47	Yes	Yes	✓
White	544	586	576	98.29	82.64	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	243	270	261	96.66	74.46	Yes	Averaging	✓
Spec. Ed.	56	65	62	95.38	24.07	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.8%**

## 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>
06	188	174	185	173	98.40	5.20	11.56	52.02	27.17	4.05	83.24
07	223	207	219	203	98.21	4.93	17.24	51.23	21.67	4.93	77.83
08	182	169	179	166	98.35	2.41	13.25	45.78	30.12	8.43	84.34

<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>
06	188	174	185	173	98.40	4.05	15.61	45.66	24.86	9.83	80.35
07	223	207	219	203	98.21	6.40	13.30	42.86	29.06	8.37	80.30
08	182	169	179	166	98.35	2.41	10.24	35.54	34.94	16.87	87.35

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

## Other Relevant Performance Data

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

	<b>Total # Tested</b>	<b>% Novice</b>	<b>% Partial Mastery</b>	<b>% Mastery</b>	<b>% Above Mastery</b>	<b>% Distinguished</b>	<b>% Below # Mastery</b>	<b>% At or # Above Mastery</b>
<b>STATE – WV</b>	21040	2%	24%	57%	14%	3%	27%	73%
<b>RALEIGH COUNTY</b>	910	3%	20%	54%	18%	5%	23%	77%
<b>SHADY SPRING MIDDLE</b>	212	4%	17%	55%	19%	6%	21%	79%

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

<b>Percentage of Students</b>	<b>School Year</b>
46.934%	2003-04
40.11%	2002-03
27.639%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

**Shady Spring Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement in the special education (SE) subgroup for 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 September 2005 State Board meeting. The school revised its Five-Year Strategic Plan and was upgraded to Conditional Accreditation status at the February 2006 State Board meeting with a May 31, 2008 Date Certain to achieve AYP.**

**Shady Spring Middle School achieved AYP in the SE subgroup in mathematics by application of the safe harbors provision and in the economically disadvantaged (SES) subgroup in reading/language arts subgroup by averaging. The county curriculum staff and school staff are urged to address these subgroups and apply interventions to improve the achievement of the SES and SE students.**

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

1. Ruby Payne Workshop.
2. Legal Issues in the Classroom.
3. Safe Schools.
4. Strategic Plan Development using WESTEST Data.
5. Grade Quick Technology.
6. Inclusion Training.
7. WESTEST Analysis.
8. Vertical and Horizontal Teaming.
9. Bloom's Taxonomy.
10. Student Self-Data Analysis Training.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

**6.1.3. Learning environment.** The school was extremely clean and educationally stimulating. The atmosphere throughout the building was warm and inviting and students expressed pride in their school.

The student body was extremely helpful to the Team and behaved in a mature manner throughout the day. Numerous students offered assistance to Team members and were very polite during the student interview process.

The Team observed that the educational process at the school was not interrupted throughout the day. All students observed were fully engaged in all classrooms throughout the day of the Education Performance Audit.

**6.5.1. Parents and the community are provided information.** The school had developed a school website that was user friendly, informative, and interactive for parents. This website was well used by parents and provided a great avenue for the parents to stay involved in their child's education.

**6.6.2. Licensure.** The Team commended a teacher for participating in the National Board Certification process. This process is time consuming and extremely rigorous and showed a great devotion to the teaching process.

**6.8.1. Leadership.** The principal was organized and dedicated to the achievement of all students. The principal was a positive role model for students and staff and carried out the administrative responsibilities efficiently and effectively. Although the principal had been in the position at this school for only four months, he was extremely knowledgeable of the school's intricacies, its needs, and the processes needed to correct the achievement issues.

## HIGH QUALITY STANDARDS

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

#### 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)**

The Team did not observe varied instructional strategies of best practice instruction. Several of the classes observed utilized teacher directed instruction as the only instructional strategy. Others dedicated a high percentage of time on worksheets and individual student activities.

Collaboration between special education and general education teachers was evident in many of the classrooms; however, Team observations and teacher interviews indicated that the special education co-teacher's role was that of an aide. Special education teachers did not take an active role in the development and implementation of the lessons. Achievement of students in the special education (SE) subgroup is indicative that special education teachers should have greater involvement with these classes.

#### 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)**

Some lesson plans were difficult to follow and would be difficult for a substitute teacher to implement. There was a general weakness in plans related to classroom procedures. Several plans indicated that the class was to discuss a particular item or issue with no clarification as to what the focus was to be. Some plans had no materials list in which it was not clear as to the materials that were to be used during the lesson.

### RECOMMENDATION

**6.1.7. Library/educational technology access and technology application.** The Team determined that more emphasis was needed on the integration of technology in instructional delivery. The existing technology in the classrooms needed to be upgraded or improved to allow student access to various programs.

## **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.

### **None identified.**

The indicators of efficiency listed are intended to guide Shady Spring Middle School in providing a thorough and efficient system of education. Raleigh 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 Raleigh 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 regular education teachers and special education teachers needs to 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.

### **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 Shady Spring Middle School in achieving capacity, the following resources are recommended.

<b>HIGH QUALITY STANDARDS</b>	<b>RECOMMENDED RESOURCES</b>
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805  West Virginia Department of Education Office of Special Education (304) 558-2696
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 Shady Spring Middle School and Raleigh County have the capacity to correct the identified deficiencies; however, the capacity must be developed in the collaborative services between the special education department and the general 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 Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.**

- 17.1.4. Counselor's office.** Privacy was not insured in the counselor's office.
- 17.1.10. Specialized instructional areas.** Black-out areas were not provided.
- 17.1.11. Grades 6-12 science facilities.** The Grade 6 science facilities did not have the following: Ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, and darkening provisions. The Grade 7 science facilities did not have the following: Ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, darkening provisions, and main gas shut-off. The Grade 8 science facilities did not have the following: Fire extinguisher, blanket, emergency shower, balance cases, darkening provisions, and main gas shut-off.
- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size and was not located to have convenient access to the language arts and music instructional areas and close to seating. The following were not provided: Fire resistant curtains, acoustical panels, film screens, controlled illumination, and outlets.

**17.1.15 Health service units.** The health service unit did not have a curtained or small rooms with cots, a bulletin board, scales, medicine chest, and 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, Shady Spring Middle School and Raleigh County must implement high-yield instructional practices that will improve 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. Instruction must be data-driven and 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
74-403 Shady Spring Middle	Conditional Accreditation	6.1.5; 6.2.3		
			5.1.1 (SE)	May 31, 2008

**Education Performance Audit Summary**

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

Shady Spring Middle 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 Shady Spring Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a May 31, 2008 Date Certain to achieve adequate yearly progress (AYP).