

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**SUMMERS MIDDLE SCHOOL**

**SUMMERS COUNTY SCHOOL SYSTEM**

**NOVEMBER 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Summers Middle School in Summers County on October 20, 2004.

A Follow-up Education Performance Audit of Summers Middle School in Summers County was conducted October 6, 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

**81 SUMMERS COUNTY**  
Vicki S. Hinerman, Superintendent  
**301 SUMMERS MIDDLE SCHOOL – Needs Improvement**  
Robert Rodes, Principal  
Grades 06 - 08  
Enrollment 404

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
<b>Mathematics</b>								
All	402	415	414	99.76	62.34	Yes	Yes	✓
White	381	392	391	99.74	63.15	Yes	Yes	✓
Black	19	21	21	100.00	0.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	286	292	291	99.66	54.38	Yes	No	x
Spec. Ed.	100	102	101	99.02	14.14	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	402	415	414	99.76	77.30	Yes	Yes	✓
White	381	392	391	99.74	77.89	Yes	Yes	✓
Black	19	21	21	100.00	63.15	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	286	292	291	99.66	71.57	Yes	Confidence Interval	✓
Spec. Ed.	100	102	101	99.02	27.27	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 95.5%**

## 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.

**81 SUMMERS COUNTY**  
Vicki S. Hinerman, Superintendent  
**301 SUMMERS MIDDLE SCHOOL – Passed**  
Robert Rodes, Principal  
Grades 06 - 08  
Enrollment 407

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	372	389	384	98.71	76.69	Yes	Yes	✓
White	351	366	361	98.63	77.58	Yes	Yes	✓
Black	18	18	18	100.00	55.55	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	259	270	266	98.51	70.70	Yes	Yes	✓
Spec. Ed.	78	82	81	98.78	36.36	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	372	389	384	98.71	81.52	Yes	Yes	✓
White	351	366	361	98.63	81.84	Yes	Yes	✓
Black	18	18	18	100.00	72.22	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	259	270	266	98.51	74.90	Yes	Yes	✓
Spec. Ed.	78	82	80	97.56	39.47	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 96.4%**

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **Below Standard**

#### **5.1.1. Achievement**

**Summers 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: economically disadvantaged (SES) and special education (SE) 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 5.1.1. Achievement. However, the general education teachers needed training in working with special education students in their classrooms to improve instructional effectiveness and improve student achievement.**

### **FOLLOW-UP REVIEW**

**COMPLIANCE. Adequate yearly progress was met in the special education (SE) subgroup with the Safe Harbors provisions. Teachers were provided staff development on improving instructional strategies and the inclusion program for special needs students was expanded. A literacy coach was employed by the school system to assist teachers and vertical teaming was implemented.**

## **EDUCATION PERFORMANCE AUDIT**

### **NONCOMPLIANCES**

#### **6.1. Curriculum**

**6.1.11. Guidance and advisement. Students were not provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)**

Supporting evidence (verbal or written) was not available to verify that the guidance counselors spend at least 75 percent of their time in direct delivery of services to students. Data were not available to show the counselors' involvement in test analysis. Furthermore, students interviewed individually and in small groups, reported that only a few of them had met with the counselor. The counselor was not able to relate incidences or examples of individual or group counseling. Students interviewed stated that the counselor did not do classroom counseling. The Team observed conflict resolution activities, but other counseling opportunities were not apparent.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The counselors developed schedules and maintained student contact logs which verified that 75 percent of their time was used for direct student counseling services.

**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)

A school system plan was not available or in place at the school for the implementation of West Virginia Board of Education Policy 2421, *Racial, Sexual, Religious/Ethnic Harassment and Violence Policy*.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** A multicultural plan had been developed and implemented. Staff development was provided to all staff on zero tolerance for harassment.

**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' lesson plans were incomplete and lacked essential information for the delivery of the lessons and for a substitute to follow. Student performance in the economically disadvantaged (SES) and special education (SE) subgroups indicated that the principal needed to provide written feedback to teachers to improve instruction.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** A random review of teachers' lesson plans showed that lesson plans were detailed and addressed the Content Standards and Objectives (CSOs). In addition, the general education teachers provided copies of their lesson plans to the inclusion teachers. The principal had reviewed and provided written comments on the plans twice at the time of the follow-up audit. Additionally, teachers submitted the CSOs that will be taught during the week to the principal.

## **RECOMMENDATION**

**6.1.7. Library/educational technology access and technology application.** The lack of a school media center caused students to often go from classroom to classroom looking for Accelerated Reader books or other materials. The Team recommended that the administration pursue establishing a schoolwide media center.

Although many computers were available in classrooms and computer laboratories, the student computer use was limited throughout the day (other than the keyboarding laboratory). The Team recommended that a schedule be developed to meet State guidelines for student computer usage and the COMPASS program be used to improve instruction.

## **FOLLOW-UP REVIEW**

**RECOMMENDATION PARTIALLY FOLLOWED.** The Team observed that computers were being utilized in classrooms and the computer laboratories. Computer laboratory utilization logs verified that teachers and students used the computer laboratories.

**The establishment of a schoolwide media center had not been pursued.**

## 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 Summers Middle School in providing a thorough and efficient system of education. Indicators of Efficiency shall not be used to affect the approval status of Summers County or the accreditation status of the schools.

**The computer laboratories were not being utilized effectively or efficiently. In view of the achievement of the economically disadvantaged (SES) and special education (SE) subgroups, the Team determined that this technology should be consistently used for a more efficient and effective application to enhance student learning.**

### **FOLLOW-UP CONCLUSION**

**The Team determined through observations and reviewing the utilization logs that the computer laboratories were being used to enhance student learning. Students were using instructional and application software in the computer laboratories and in the classrooms.**



## **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 Summers Middle School and Summers County have the capacity to correct the identified deficiencies. The school system and school must review available resources and target them strategically to the teaching and learning process to improve student, school, and school system performance.

### **FOLLOW-UP CONCLUSION**

**Adequate yearly progress was met in all subgroups.**

## 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, Summers Middle School was below standard in the areas listed.**

- 17.1.1. School location.** The school site of 1 acre was less than the 11 acres recommended in Policy 6200. The location was not removed from undesirable noise and traffic.
- 17.1.3. Teachers' workroom.** The teachers' work area was not adequate.
- 17.1.5. Library, media and technology centers.** The Library/Resource/Media Center did not provide appropriate space, books, newspapers, periodicals, pamphlets, recordings, tapes, or other materials.
- 17.1.8. Grades 1-12 classrooms.** Storage was inadequate in Room 310.
- 17.1.10. Specialized instructional areas.**
- The art facility was not adequate in size and lacked the following: Hot water, counter space, mechanical ventilation, ceramic kiln, and black-out areas.
  - The music facility lacked a podium.
  - The physical education facility lacked a display case and a record player.

**17.1.11. Grades 6-12 science facilities.**

- Room 208 was not adequate in size and did not have the following: Sink, hot and cold water, gas; ventilation fume hood, demo table; laboratory workspace at 2.5 linear ft./student; fire extinguisher, blanket, and emergency showers; balance cases; chairs/tables; and main gas shut-off.
- Room 216 did not have the following: Sink, hot and cold water, gas; ventilation fume hood, demo table; laboratory workspace at 2.5 linear ft./student; fire extinguisher, blanket, and emergency showers; main gas shut-off; and adequate storage.
- Room 315 did not have the following: Sink, hot and cold water, gas; ventilation fume hood, demo table; laboratory workspace at 2.5 linear ft./student with sink, water, gas, and electricity; fire extinguisher, blanket, and emergency showers; and balance cases.

**17.1.12. Grades 7-12 auditorium/stage facilities.** The middle school stage did not have acoustical panels and film screens.

**17.1.14. Food service.** An adequate teachers' dining area was not provided. Food and non-food storage was inadequate.

**17.1.15. Health services units.** A health service unit of adequate size was not available. The following health service equipment and furnishings were inadequate: Curtained or small rooms with cots, bulletin board, scales, refrigerator with locked storage, and a work counter.

**FOLLOW-UP CONCLUSION**

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

**17.1.10. Specialized instructional areas.**

- **The art facility had hot water installed.**
- **The music facility had a podium.**

## **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, Summers Middle School and Summers County must implement curriculum and instruction that will improve students' achievement. Summers 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**

**With the expansion of the inclusion model of teaching and instruction for special needs students, the emphasis on a variety of teaching strategies, and an increase in reading instruction for identified students, Summers County Middle School made significant gains in student achievement in both the economically disadvantaged (SES) and special education (SE) subgroups.**

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION  
STATUS**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
81-301 Summers Middle School	Full Accreditation			

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Summers County School System and upgrade the accreditation status of Summers Middle School to **Full Accreditation** status.