



**FINAL EDUCATION PERFORMANCE AUDIT REPORT  
FOR  
SPRING HILL ELEMENTARY SCHOOL  
CABELL COUNTY SCHOOL SYSTEM**

**JUNE 2008**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Spring Hill Elementary School in Cabell County was conducted on April 23, 2007.

A Follow-up Education Performance Audit of Spring Hill Elementary School was conducted May 1, 2008. 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**

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

**12 CABELL COUNTY**

William A. Smith, Superintendent

**287 SPRING HILL ELEMENTARY SCHOOL – Passed**

Pamela Bailey, Principal

Grades K - 05

Enrollment 447 (2<sup>nd</sup> month enrollment report)

**WESTEST 2005-2006**

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	169	213	211	99.06	58.92	Yes	Confidence Interval	✓
White	77	108	106	98.14	55.26	Yes	Confidence Interval	✓
Black	87	100	100	100.00	59.77	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	148	188	187	99.46	59.86	Yes	Confidence Interval	✓
Spec. Ed.	36	45	45	100.00	50.00	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	169	213	211	99.06	69.04	Yes	Confidence Interval	✓
White	77	108	106	98.14	68.42	Yes	Confidence Interval	✓
Black	87	100	100	100.00	68.96	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	148	188	187	99.46	65.98	Yes	Confidence Interval	✓
Spec. Ed.	36	45	45	100.00	47.22	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 94.4%**

**12 CABELL COUNTY**

William A. Smith, Superintendent

**287 SPRING HILL ELEMENTARY SCHOOL – Passed**

Pamela Bailey, Principal

Grades K - 05

Enrollment 447 (2<sup>nd</sup> month enrollment report)

**WESTEST 2006-2007**

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	167	213	211	99.06	56.88	Yes	No	X
White	75	107	105	98.13	56.00	Yes	Confidence Interval - Averaging	✓
Black	90	103	103	100.00	58.88	Yes	No	X
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	153	193	192	99.48	54.24	Yes	No	X
Spec. Ed.	42	53	52	98.11	45.23	Yes	NA	✓
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	167	213	211	99.06	61.44	Yes	No	X
White	75	107	105	98.13	58.10	Yes	Confidence Interval - Averaging	✓
Black	90	103	103	100.00	64.44	Yes	Confidence Interval - Averaging	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	153	193	192	99.48	59.21	Yes	No	X
Spec. Ed.	42	53	51	96.22	36.58	Yes	NA	✓
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 95.3%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard

#### 5.1.1. Achievement.

Spring Hill Elementary School achieved adequate yearly progress (AYP) in the all students (AS), racial/ethnicity white (W), racial/ethnicity black (B), and economically disadvantaged (SES) subgroups in both mathematics and reading/language arts only by application of the confidence interval.

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in both mathematics and reading: Grade 3 – 30.44 percent in mathematics; Grade 4 – 54.09 percent in mathematics and 40.99 percent in reading; Grade 5 – 36.07 percent in mathematics and 27.87 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were available.

1. Cabell County Teachers Institute.
2. Kagan Cooperative Learning.
3. WESTEST Data Analysis.
4. Technology training.
5. Win-Win Discipline.
6. Closing the Achievement Gap.
7. Compass Reading.
8. Recipe of Reading.
9. Whiteboard training.
10. Language Inclusion Primary Service (LIPS) training.
11. Alternate Assessment.
12. Phonemic Awareness.

Although the student percent proficient was low for all subgroups and in both mathematics and reading/language arts, the Team observed good use of data and relevant instruction. The Team is confident that the 2007 WESTEST student performance will reflect these practices.

### FOLLOW-UP REVIEW

**MET STANDARD.** This is the 1<sup>st</sup> year Spring Hill Elementary School did not achieve adequate yearly progress (AYP) in one or more subgroups. These included the all students (AS) and economically disadvantaged (SES) subgroups in mathematics and reading/language arts and the racial/ethnicity black (B) subgroup in mathematics. The WESTEST scores in mathematics in 2006 and 2007 follow: All students (AS) subgroup in 2006 - 58.92 percent and in 2007 - 56.88 percent, the racial/ethnicity white (W) subgroup in 2006 - 55.26 percent and in 2007 - 56.00 percent, the B subgroup in 2006 - 59.77 percent and in 2007 - 58.88 percent, and the SES subgroup in 2006 - 59.86 percent and 2007 - 54.24 percent. In reading/language arts the scores were: AS subgroup – 2006 - 69.04 percent and

**2007 - 61.44 percent, the W subgroup – 2006 - 68.42 percent and 2007 - 58.10 percent, the B subgroup – 2006 - 68.96 percent and 2007 - 54.44 percent, and the SES subgroup – 2006 - 65.98 percent and 2007 - 59.21 percent.**

**The staff at Spring Hill Elementary School is working hard to improve student achievement on the WESTEST in 2008. An education consultant has been contracted to work with the staff in analyzing test data and using the data to target instruction. The staff is using the data to drive the instruction and anxiously awaiting the 2008 test results.**

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

#### 7.1. Curriculum

**7.1.8. 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)**

The Team found that teachers were posting required materials lists for students to purchase at local stores. This was inconsistent with a free and appropriate public education provided by West Virginia Code.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The staff, local merchants, and parents have been notified that students or parents are not expected to provide required school supplies. The posting was no longer taking place.

#### RECOMMENDATIONS

**7.1.12. Multicultural activities.** Although teachers implemented individual activities relevant to multicultural education, no unified, comprehensive plan to organize this instruction was evidenced. The Team recommended that the school organize information based on the county plan to implement a multicultural plan.

#### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The Team reviewed the school Multicultural Plan which was based on the county plan.

**7.1.13. Instructional day.** The Team could not verify through the master schedule provided by the principal that the minimum number of instructional minutes had been met schoolwide. The individual classroom schedules indicated an excess of 315 instructional minutes; however, the official school master schedule given to the Team indicated that some classrooms did not meet the requirement. The Team recommended that the principal examine the master schedule and ensure that all classrooms maintain the required instructional minutes and that the teachers' schedules match the school's instructional day.

#### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The Team reviewed the school master schedule and the classroom schedules and found them to be consistent. The 315 required instructional minutes were being provided.

## **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 Spring Hill Elementary School in providing a thorough and efficient system of education. Cabell 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 Cabell County or the accreditation status of the schools.

**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.**

Given the focus on student needs as indicated by the intense data analysis, the Team believed that student achievement will increase and the percent proficient will improve. Teachers were targeting instruction to areas of weakness as indicated by WESTEST scores.

## **FOLLOW-UP CONCLUSION**

**The student achievement did not increase and the percent proficient did not improve. The school staff has been working with an education consultant on data analysis and targeting instruction and fully expects the 2008 WESTEST scores to show increased student achievement and an increase in the percent proficient.**



## **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 Spring Hill Elementary School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic 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 Spring Hill Elementary School and Cabell County have the capacity to correct the identified deficiency.

## **FOLLOW-UP CONCLUSION**

**The school failed to demonstrate the capacity to improve achievement in percent proficient. The WESTEST scores declined in all subgroups from 2006 to 2007.**

**It is hopeful that school and county improvement strategies will show a measurable increase in student achievement on the 2008 WESTEST.**

## 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.

- 19.1. 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 of West Virginia 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.

- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided.

### **FOLLOW-UP CONCLUSION**

**The facility resource needs remained the same as identified in the Draft Education Performance Audit Report.**

## **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.

Three subgroups achieved adequate yearly progress (AYP) in mathematics and reading/language arts only by application of the confidence interval. This indicates that Spring Hill Elementary School and Cabell County must continue to implement high yield instructional practices that will improve students' achievement. Curriculum must continue to be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

### **FOLLOW-UP TEAM SUMMARY**

**On the 2007 WESTEST only three subgroups achieved adequate yearly progress (AYP) in mathematics and reading/language arts and this was achieved by application of the confidence interval. The other groups and subgroups did not achieve adequate yearly progress (AYP) in 2007.**

**The school redesigned their strategies with the assistance of an education consultant. Staff members receive feedback on student achievement three times a year through the county benchmarking program and receive achievement information regularly with the DIBELS assessments. This information is used to plan instruction and implement strategies to target instruction to student weaknesses. Staff members consider the new approach superior and expect improved student achievement on the 2008 WESTEST.**

**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>
12-287 Spring Hill Elementary	Full Accreditation			

**Education Performance Audit Summary**

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Spring Hill Elementary School.