



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WARM SPRINGS INTERMEDIATE SCHOOL

MORGAN COUNTY SCHOOL SYSTEM

JANUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team.....	2
School Performance.....	3
Annual Performance Measures For Accountability.....	6
Education Performance Audit	7
Initiatives For Achieving Adequate Yearly Progress	7
High Quality Standards	7
Indicators Of Efficiency	8
Early Detection And Intervention	11
Education Performance Audit Summary	12

INTRODUCTION

An announced Education Performance Audit of Warm Springs Intermediate School in Morgan County was conducted November 5, 2009. 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 Five-Year Strategic 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 D. Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Dr. William E. Chapman, Jr.	Elementary School Principal	Spencer Elementary School Roane County
Robert R. DeLorenzo, Jr.	Middle School Principal	West Fairmont Middle School Marion County
Larry R. Werry	Elementary School Principal	Fairview Elementary School Marion County

SCHOOL PERFORMANCE

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

58 MORGAN COUNTY

David Banks, Superintendent

208 WARM SPRINGS INTERMEDIATE SCHOOL – Needs Improvement

Joyce Ott, Principal

Grades 03 - 05

Enrollment 440 (2nd month 2007-08 enrollment report)

WESTEST 2007-2008

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	408	433	432	99.76	72.48	Yes	Yes	✓
White	402	426	425	99.76	72.81	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	188	203	203	100.00	65.42	Yes	Confidence Interval	✓
Spec. Ed.	62	66	66	100.00	45.16	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	408	433	432	99.76	75.42	Yes	Confidence Interval	✓
White	402	426	425	99.76	75.56	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	188	203	203	100.00	67.02	Yes	No	✗
Spec. Ed.	62	66	66	100.00	35.48	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.5%

58 MORGAN COUNTY
David Banks, Superintendent
208 WARM SPRINGS INTERMEDIATE SCHOOL – Needs Improvement
Joyce Ott, Principal
Grades 03 - 05
Enrollment 442 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

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	416	428	426	99.53	52.65	Yes	Confidence Interval	✓
White	405	416	414	99.51	53.59	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	210	220	218	99.09	41.34	Yes	No	✗
Spec. Ed.	64	65	65	100.00	23.43	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	416	428	426	99.53	56.28	Yes	Yes	✓
White	405	416	414	99.51	56.57	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	210	220	218	99.09	44.23	Yes	No	✗
Spec. Ed.	64	65	65	100.00	10.93	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 97.2%

WARM SPRINGS INTERMEDIATE SCHOOL

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	161	155	160	154	99.38	1.30	51.95	32.47	13.64	0.65	46.75
04	120	116	119	115	99.17	4.35	39.13	32.17	15.65	8.70	56.52
05	147	145	147	145	100.00	3.45	40.69	37.93	6.21	11.72	55.86

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	161	155	160	154	99.38	2.60	41.56	48.70	7.14	0.00	55.84
04	120	116	119	115	99.17	3.48	38.26	41.74	13.91	2.61	58.26
05	147	145	147	145	100.00	7.59	37.24	34.48	17.93	2.76	55.17

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Warm Springs Intermediate School failed to achieve adequately yearly progress (AYP) in two subgroups designated in 5.1.1. Achievement. The two subgroups designated in 5.1.1. Achievement, included: economically disadvantaged (SES) in reading/language arts and the SES subgroup was also first year out in mathematics and special education (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 continued the school's Conditional Accreditation status at the December 2009 State Board meeting with a May 31, 2011 Date Certain to achieve Full Accreditation status.

Warm Springs Intermediate School achieved adequate yearly progress (AYP) in the all students (AS) subgroup and the racial/ethnicity white (W) subgroup in mathematics only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 53.25 percent in mathematics and 44.16 percent in reading; Grade 4 – 43.48 percent in mathematics and 41.74 percent in reading; Grade 5 – 44.14 in mathematics and 44.83 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 provided as reported by the principal.

1. Response to Intervention (RTI).
2. Kansas Writing.
3. Depth of Knowledge/Standards Based Instruction.
4. Tech Steps/Data analysis/Five-Year Strategic Plan.
5. Four Square Writing.
6. Vertical Alignment.
7. Framework for Teachers.
8. Ongoing 21st Century Teaching.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Warm Springs Intermediate School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.3. **Learning environment.** The building was immaculately clean and educationally stimulating. Student work was exhibited throughout the school and a high level of student and staff pride was evident.
- 7.2.4. **Data analysis.** The principal had compiled extensive data on each student on a spreadsheet based on various student achievement areas. The staff used this information to determine the areas of weakness for each student and to guide the direction of the classroom curriculum.
- 7.8.1. **Leadership.** This was the second year for the principal and she was extremely articulate regarding the direction that the school needed to take to increase student achievement. The principal had an excellent knowledge of all aspects of leadership and the staff praised the principal for the high quality leadership that she brought to the school. The Team saw this area as the primary reason for the cohesion of the staff and the high quality curriculum being implemented buildingwide.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 – SES, SE).

7.6. Personnel

- 7.6.3. **Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

The principal did not complete the first observation on one employee before the November 1, 2009 deadline as required by West Virginia Board of Education Policy 5310.

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.

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 Warm Springs Intermediate 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 Warm Springs Intermediate School and Morgan County have the capacity to correct the identified deficiency.

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.

- 19.1.10. Specialized instructional areas.** The art facility was not of adequate size and did not have black-out areas. The music facility was not of adequate size and did not have music chairs with folding arms and acoustical treatment.
- 19.1.14. Food service.** A chalkboard and bulletin board were not provided. There was no teachers' dining area of adequate size.
- 19.1.15. Health service units.** A health services unit of adequate size was not provided. Curtained or small rooms and a desk were not available.

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.

None identified.

Education Performance Audit Summary

The Team identified one high quality standard necessary to improve performance and progress.

7.6.3. Evaluation.

The Team presented three commendations.

Warm Springs Intermediate School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Warm Springs Intermediate School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Warm Springs Intermediate School and Morgan County to revise the school's Five-Year Strategic Plan within 30 days and correct the finding noted in the report.