



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

SPRING MILLS MIDDLE SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

DECEMBER 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Spring Mills Middle School in Berkeley County was conducted October 14, 2010. 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

West Virginia Department of Education Team Leader – Robin Anglin, Coordinator,
Office of Instruction

West Virginia Department of Education Team Leader and Technology – Sterling Beane,
Jr., Coordinator, Office of Instructional Technology

TEAM MEMBERS

| Name | Title | School/County |
|--------------------|-----------------------------|---|
| L. Wade Armentrout | Elementary School Principal | Moorefield Elementary School Hardy County |
| Tara S. Aycock | Elementary School Principal | Page Jackson School Jefferson County |
| Jeff A. Pancione | Elementary School Principal | Augusta Elementary School Hampshire County |
| Susan K. Ray | Middle School Principal | Frankfort Middle School Mineral County Schools |
| Mary Sue Stakem | Middle School Teacher | Frankfort Middle School Mineral County Schools |

SCHOOL PERFORMANCE

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

04 BERKELEY COUNTY

Manuel P. Arvon, II, Superintendent

305 SPRING MILLS MIDDLE SCHOOL – Needs Improvement

Marc Arvon, Principal

Grades 06 - 08

Enrollment 616 (2nd month 2008-2009 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 | 554 | 596 | 591 | 99.16 | 56.80 | Yes | Yes | ✓ |
| White | 498 | 536 | 532 | 99.25 | 57.05 | Yes | Yes | ✓ |
| Black | 25 | 29 | 29 | 100.00 | 56.00 | NA | NA | NA |
| Hispanic | 25 | 25 | 25 | 100.00 | 52.00 | NA | NA | NA |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | * | * | * | * | * | * | * | * |
| 0 | * | * | * | * | * | * | * | * |
| 0 | * | * | * | * | * | * | * | * |
| Spec. Ed. | 83 | 92 | 90 | 97.82 | 19.75 | Yes | No | ✗ |
| Low SES | 222 | 244 | 241 | 98.77 | 47.48 | Yes | Confidence Interval | ✓ |
| LEP | 13 | 13 | 12 | 92.30 | 58.33 | NA | NA | NA |
| Reading/Language Arts | | | | | | | | |
| All | 554 | 596 | 589 | 98.82 | 67.02 | Yes | Yes | ✓ |
| White | 498 | 536 | 530 | 98.88 | 66.59 | Yes | Yes | ✓ |
| Black | 25 | 29 | 29 | 100.00 | 76.00 | NA | NA | NA |
| Hispanic | 25 | 25 | 25 | 100.00 | 64.00 | NA | NA | NA |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | * | * | * | * | * | * | * | * |
| 0 | * | * | * | * | * | * | * | * |
| 0 | * | * | * | * | * | * | * | * |
| Spec. Ed. | 83 | 92 | 91 | 98.91 | 19.27 | Yes | No | ✗ |
| Low SES | 222 | 244 | 240 | 98.36 | 55.90 | Yes | Confidence Interval | ✓ |
| LEP | 13 | 13 | 12 | 92.30 | 41.66 | NA | NA | NA |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.6%

04 BERKELEY COUNTY
Manuel P. Arvon, II, Superintendent
305 SPRING MILLS MIDDLE SCHOOL – Needs Improvement
Marc Arvon, Principal
Grades 06 - 08
Enrollment 622 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

| 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 | 584 | 630 | 627 | 99.52 | 42.16 | Yes | Yes | ✓ |
| White | 532 | 569 | 566 | 99.47 | 41.96 | Yes | Yes | ✓ |
| Black | 23 | 27 | 27 | 100.00 | 43.47 | NA | NA | NA |
| Hispanic | 23 | 27 | 27 | 100.00 | 39.13 | NA | NA | NA |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | ** | ** | ** | ** | ** | ** | ** | ** |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 86 | 91 | 91 | 100.00 | 10.46 | Yes | No | ✗ |
| Low SES | 255 | 285 | 282 | 98.94 | 32.53 | Yes | Confidence Interval | ✓ |
| LEP | 11 | 15 | 15 | 100.00 | 18.18 | NA | NA | NA |
| Reading/Language Arts | | | | | | | | |
| All | 584 | 630 | 626 | 99.36 | 43.10 | Yes | Yes | ✓ |
| White | 532 | 569 | 565 | 99.29 | 42.42 | Yes | Yes | ✓ |
| Black | 23 | 27 | 27 | 100.00 | 52.17 | NA | NA | NA |
| Hispanic | 23 | 27 | 27 | 100.00 | 47.82 | NA | NA | NA |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | ** | ** | ** | ** | ** | ** | ** | ** |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 86 | 91 | 91 | 100.00 | 11.62 | Yes | No | ✗ |
| Low SES | 255 | 285 | 281 | 98.59 | 30.27 | Yes | Confidence Interval | ✓ |
| LEP | 11 | 15 | 15 | 100.00 | 27.27 | NA | NA | NA |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.4%

SPRING MILLS MIDDLE 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 |
| 06 | 233 | 218 | 233 | 218 | 100.00 | 29.36 | 29.36 | 22.02 | 16.97 | 2.29 | 41.28 |
| 07 | 205 | 195 | 203 | 193 | 99.02 | 37.31 | 19.17 | 22.28 | 14.51 | 6.74 | 43.52 |
| 08 | 192 | 171 | 191 | 170 | 99.48 | 34.71 | 23.53 | 15.29 | 17.06 | 9.41 | 41.76 |

| Reading | | | | | | | | | | | |
|---------|-------------|----------|--------|------------|------------|--------|---------------|---------|---------------|---------------|------------|
| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 06 | 233 | 218 | 232 | 217 | 99.57 | 24.88 | 29.49 | 28.11 | 13.36 | 4.15 | 45.62 |
| 07 | 205 | 195 | 203 | 193 | 99.02 | 26.42 | 34.72 | 22.80 | 11.92 | 4.15 | 38.86 |
| 08 | 192 | 171 | 191 | 170 | 99.48 | 21.76 | 33.53 | 21.76 | 15.29 | 7.65 | 44.71 |

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Spring Mills Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts for two consecutive years. Spring Mills Middle School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts for two consecutive years 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 Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 6 – 58.72 percent in mathematics and 54.37 percent in reading; Grade 7 – 56.48 percent in mathematics and 61.14 percent in reading; Grade 8 – 60.24 percent in mathematics and 55.29 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. APL – Management and Classroom Strategies.
2. Acuity.
3. Assessment for Learning.
4. Co-teaching with Dr. Wendy Murawski.
5. Essential Curriculum.
6. Marzano High-Yield Instructional Strategies.
7. Professional Learning Communities Focus on Differentiated Instruction.
8. Standards-Based Mathematics Instruction.
9. Teach 21 Website and Thinkfinity.
10. TechSteps.
11. Technology Tools.
12. Thinkquest and EdSteps.
13. WESTEST2 Data Analysis.
14. Five-Year Strategic Plan.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.2. **High expectations.** The teachers all exhibited high expectations for all students through high quality instruction and challenging students to do their best. The students were well behaved and mannerly and offered assistance to the Team members. The administrators were knowledgeable and efficient in their duties and were role models for staff and students.
- 7.1.3. **Learning environment.** The facility was clean, inviting, and educationally stimulating. It was evident that the staff and students had a high level of pride in their school.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

RECOMMENDATION

- 7.6.3. **Evaluation.** While the November 1, 2010 deadline for completing personnel evaluations had not yet arrived, the principal had 13 staff observations to complete before that date. The Team recommended that the principal begin this process earlier to ensure that all staff are observed before the November 1 deadline.

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 Mills Middle School in providing a thorough and efficient system of education. Berkeley 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 Berkeley 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.

The administration and teachers had completed a thorough data analysis and implemented high quality practices and programs to increase student achievement. All staff were knowledgeable of the students' needs and discussed how students' needs were being met in classroom instruction. All students were actively engaged during the day of the Education Performance Audit and teachers were providing high quality instruction.

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 Mills Middle 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 observed programs and practices in place that should lead to higher student achievement. It is crucial that the principal monitor all classrooms to ensure that high quality instruction continues.

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.

19.1.12. Grades 7-12 auditorium/stage. The middle school stage was not acoustically treated.

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.

Class and student data must continue to be the basis for instruction at the school. This data analysis will guide the staff in the direction necessary to increase student achievement.

Education Performance Audit Summary

The Team presented two commendations, one recommendation, noted an indicator of efficiency, and an early detection and intervention concern.