



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**SOUTH HARRISON MIDDLE SCHOOL**

**HARRISON COUNTY SCHOOL SYSTEM**

**MAY 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of South Harrison Middle School in Harrison County was conducted December 9, 2010.

A Follow-up Education Performance Audit of South Harrison Middle School was conducted March 8, 2012. The purpose of the follow-up review 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.”

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

### TEAM MEMBERS

Name	Title	School/County
Stephen Higgins	Closing the Achievement Gap (CAG) Liaison	Marion County Schools

## SCHOOL PERFORMANCE

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

### 33 HARRISON COUNTY

Susan Lee Collins, Superintendent

### 308 SOUTH HARRISON MIDDLE SCHOOL – Needs Improvement

Tracy Ash, Principal

Grades 06 - 08

Enrollment 310 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	296	310	308	99.35	57.14	Yes	Yes	✓
White	292	306	304	99.34	57.58	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	32	33	31	93.93	13.33	NA	NA	NA
Low SES	152	161	159	98.75	46.66	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	296	310	309	99.67	51.52	Yes	Confidence Interval	✓
White	292	306	305	99.67	51.20	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	32	33	32	96.96	3.22	NA	NA	NA
Low SES	152	161	160	99.37	41.05	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 96.3%**

**33 HARRISON COUNTY**  
Susan Lee Collins, Superintendent  
**308 SOUTH HARRISON MIDDLE SCHOOL – Needs Improvement**

Tracy Ash, Principal  
Grades 06 - 08  
Enrollment 311 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	290	307	306	99.67	35.29	Yes	Yes	✓
White	286	302	301	99.66	35.08	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	35	38	37	97.36	5.88	NA	NA	NA
Low SES	139	154	153	99.35	25.36	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	290	307	306	99.67	31.83	Yes	Confidence Interval	✓
White	286	302	301	99.66	31.57	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	35	38	37	97.36	2.94	NA	NA	NA
Low SES	139	154	153	99.35	18.11	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Attendance Rate = 96.0%**

**33 HARRISON COUNTY**  
Susan Lee Collins, Superintendent  
**308 SOUTH HARRISON MIDDLE SCHOOL – Needs Improvement**

Tracy Ash, Principal  
Grades 06 - 08  
Enrollment 303 (2<sup>nd</sup> month 2010-2011 enrollment report)

**WESTEST 2010-2011**

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	296	311	310	99.67	38.64	Yes	No	X
White	292	307	306	99.67	38.14	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	32	32	100.00	9.67	NA	NA	NA
Low SES	158	170	170	100.00	28.48	Yes	No	X
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	296	311	310	99.67	52.20	Yes	Yes	✓
White	292	307	306	99.67	52.23	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	32	32	100.00	16.12	NA	NA	NA
Low SES	158	170	170	100.00	43.03	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Attendance Rate = 96.8%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard.

#### 5.1.1. Achievement.

South Harrison Middle School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts for two consecutive years. Additionally, the school performed below the index range (504-422) for Full Accreditation. Pursuant to W.Va. Code §18-2E-5 and West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was issued Temporary Accreditation status December 2010. South Harrison Middle School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts and in the SES 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 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 – 66.34 percent in mathematics and 62.38 percent in reading; Grade 7 – 65.93 percent in mathematics and 71.43 percent in reading; Grade 8 – 61.86 percent in mathematics and 71.13 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. Classroom Aim Strategies.
2. Response to Intervention.
3. Technology Training (Clickers, Microsoft Word 2007, Windows Moviemaker, Intelliboard, etc.).
4. Vertical Teaming – Expanding Approaches to Curricular Scaffolding.
5. Policy Analysis - Evaluation/Observation.
6. Confidentiality Training.
7. WVEIS WOW Training.
8. Webpage Design.
9. Acuity.
10. West Virginia Writes.
11. Techsteps.
12. Understanding and Managing ADD/ADHD and other Individual Differences in the Classroom.
13. MOBI Technology.
14. Odyssey.
15. Professional Development School In-service for Supervisory Teachers.
16. Virtual Technology Enhanced Attainable Mathematics.

17. Project Based Learning.
18. ACT Explore Training (Grade 8 Team).
19. The Dangers of Technology.
20. In House Reading Interventionist.
21. Test Mate Clarity (WESTEST Data).

### **FOLLOW-UP REVIEW**

**ACHIEVED STANDARD.** South Harrison Middle School made gains in student performance in all subgroups in both mathematics and reading/language arts. Increased percent proficient from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 included - Mathematics: All students (AS) (+3.35 percent), racial/ethnicity white (W) (+3.06 percent), and economically disadvantaged (SES) (+3.12 percent). Reading/language arts: AS (+20.37 percent), W (+20.66 percent), and SES (+24.92 percent).

This is the 1<sup>st</sup> year that South Harrison Middle School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. South Harrison Middle School failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### Necessary to Improve Performance and Progress.

##### 7.1. Curriculum

##### 7.1.4. **Instruction.** Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Students in Grades 6 and 8 reported infrequent science laboratory activities. Students interviewed indicated that less than one hands-on activity was provided per week. One science teacher reported only 20-25 percent hands-on activities thus far this school year. West Virginia Board of Education Policy 2520.3 – 21<sup>st</sup> Century Science K-8 Content Standard and Objectives for West Virginia Schools, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.”

Additionally, the Grades 7 and 8 science laboratories were insufficient for the science curriculum as noted in 19.1.11 (Identification of Resource Needs).

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

**PROGRESSING.** While Grades 7 and 8 instruction in science exceeded 50 percent active inquiries, investigations, and hands on activities, Grade 6 remained at approximately 40 percent. No reason was given for the level not being higher, but the teacher stated that they are continuing to strive to reach the 50 percent level. The county and school will need to monitor this grade level to assure that students receive the 50 percent level of active science experiences.

##### 7.1.5. **Instructional strategies.** Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

At least 90 percent of teachers observed were using teacher centered methods as the sole instructional strategy. It is imperative that a variety of instructional strategies be utilized for curriculum delivery to ensure success for student learning through different modalities and to increase student attention and interaction.

Although lesson plans were evident, seven teachers were not varying lesson plans by class period. These teachers kept different classrooms on the same pace; thus, one or more classes were possibly being accelerated or held back



and teachers were not adjusting instruction for student needs. Teachers must vary instruction for student success based on a diagnosis of the individual classes and student needs.

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	290	102	188
White	286	100	186
Special Education	35	2	33
SES	139	35	104

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	290	92	198
White	286	90	196
Special Education	35	1	34
SES	139	25	114

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** All teachers were varying instruction for all students. Staff development was provided for teachers in the proper use of varied instructional strategies and student engagement.

Teachers with multiple sections of the same class were varying instruction to meet the needs of the students based. Teacher lesson plans cases showed teacher notes that explained the changes made to consider differences in learning paces.

**7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

Of the 18 teachers observed, the only instructional writing was completed in English classrooms. All classes must provide instruction in writing at least one time per week. Feedback provided to the students was focused solely on subject content and not on the mechanics of the writing process.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** Instruction in writing occurred in all classes a minimum of one time per week and more frequently in most classes. A multitude of examples of instructive feedback on papers was available for the Team to review. Teachers stated that the increase in writing contributed to the significant increase in the student percent proficient in reading/language arts.

**7.2. Student and School Performance**

**7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

During interviews, nine teachers had difficulty verbalizing the Five-Year Strategic Plan goals and how the goals were being implemented in the classroom curriculum. The goals and action steps of the school's Five-Year Strategic Plan must be a guiding force in classroom instruction and establish a systemic process for the school and each teacher to identify outcomes, inputs, and processes for achieving the school's goals and objectives.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** All teachers interviewed were thoroughly aware of the goals of the school's Five-Year Strategic Plan and could clearly articulate the classroom activities occurring to meet the goals.

- 7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

While the 'Data Days' at the beginning of the school year started the data examination process, little or no evidence was shown that teachers were analyzing or using new data to modify the curriculum delivery. This information is essential in decision making by the classroom teachers, connecting data to instructional actions, and evaluating the effectiveness of the actions.

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

**COMPLIANCE.** The school continued to have the 'Data Days' at the beginning of the school year. Teachers disaggregated the data and were thoroughly aware of class needs and the individual student needs.

## 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 South Harrison Middle School in providing a thorough and efficient system of education. Harrison 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 Harrison 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.**

This is the first year for the principal and it was evident that the principal was knowledgeable of the school's needs. The Team believed that the principal has the ability to correct the deficiencies of the school and to be the curricular leader.

The Five-Year Strategic Plan and proper data analysis must be driving forces for the school's curriculum. The principal must continue to provide guidance for the teachers and ensure that the curriculum meets the students' needs, is interesting and engaging, and is varied to ensure student attention and interaction. The principal will need to provide instructional support that will shift embedded and ineffective instructional strategies to those that are relevant and rigorous and incorporate 21<sup>st</sup> century skills.

### **FOLLOW-UP CONCLUSION**

**South Harrison Middle School had a new principal this school year (2011-2012). This principal provided high quality leadership, conducted thorough classroom and teacher observations, and provided staff development to meet the students' needs. The principal and staff received assistance from the Harrison County Central Office, RESA 7, and the West Virginia Department of 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 South Harrison 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 believed that the principal, with assistance from the Harrison County Central Office, has the capacity to correct the deficiencies found at the school. The principal was well-prepared for her new position and provided evidence of work already developed for the direction the school needed to take to increase student achievement.

The Team recommended that the Harrison County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

### **FOLLOW-UP CONCLUSION**

**South Harrison Middle School had corrected most of the deficiencies in the original Education Performance Audit. More work needed to be done to ensure 50 percent active inquiries, investigations, and hands on activities in the Grade 6 science classroom.**

## 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.

- 19.1.1. School location.** The school site was not large enough for future expansion.
- 19.1.5. Library/media and technology center.** Electronic card catalogs and copying equipment were not available.
- 19.1.10. Specialized instructional areas.** The physical education facilities did not have provisions for two or more teaching stations, a display case, a data projector or 50 inch screen monitor, or seating available.
- 19.1.11. Grades 6-12 science facilities.** The Grades 7 and 8 science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building and did not have the following equipment and materials: Sink, hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, fire extinguisher, blanket, emergency showers, and adequate storage.

- 19.1.14. Food service.** A teachers' dining area of adequate size was not available. Food and non-food storage was not adequate. A locker/dressing room, lavatory, and chairs were not provided.
- 19.1.15. Health service units.** A health service unit of adequate size was not available and the following equipment and furnishings were not provided: Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, work counter, desk and chair, and refrigerator with locked storage.

### **FOLLOW-UP CONCLUSION**

- 19.1.5. Electronic card catalogs and copying equipment were available.**
- 19.1.10. The physical education facilities had provisions for two or more teaching stations, a display case, a data projector, 50 inch screen monitor, and seating.**
- 19.1.11. The science facilities had a sink, AC and DC current, demo table, fire extinguisher, blanket, and adequate storage.**
- 19.1.14. Food and non-food storage was adequate.**
- 19.1.15. A health service unit of adequate size was provided. Cots, bulletin boards, medicine chest, work counter, and a desk and chair were provided.**

**All other facility resource needs remained as previously identified.**

## **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.**

While the Team believed that the principal has the knowledge and foresight to guide the school in the correct direction, it is imperative that South Harrison Middle School continue to receive assistance from the Harrison County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education. The school's Five-Year Strategic Plan, data analysis, and effective instruction must take a greater role in the curriculum delivery.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

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

**With assistance from the Harrison County Central Office, RESA 7, and the West Virginia Department of Education, the new principal and staff corrected all the deficiencies from the original Education Performance Audit. Students made gains in all reporting cells on the WESTEST2 with substantial gains made in reading/language arts. South Harrison Middle School is strongly urged to continue to challenge students with high quality instruction and a variety of instructional strategies.**



## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
33-308 South Harrison Middle	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 South Harrison Middle School.