

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

RIPLEY MIDDLE SCHOOL

JACKSON COUNTY SCHOOL SYSTEM

MAY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Ripley Middle School in Jackson County was conducted on April 12, 2005. 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 Unified School 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 – Michael W. Kessinger

West Virginia Department of Education Team Leader – Scottie Ford, Coordinator, Office of Professional Preparation

TEAM MEMBERS

Name	Title	School/County
Ed Alfred	Principal	Jefferson Elementary/Wood
Allen Laugh	Assistant Principal	Ritchie County High/Ritchie
Charles Crookshanks	Assistant Principal	Parkersburg High/Wood
Scott Hammer	Teacher	Moorefield High/Hardy

SCHOOL PERFORMANCE

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

35-302 RIPLEY MIDDLE - Needs Improvement

JACKSON COUNTY

James W. Mahan, Principal

Grades 6 – 8

Enrollment 710

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
Mathematics								
All	705	724	719	99.31	73.32	Yes	Yes	✓
White	702	721	716	99.31	73.35	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	282	296	294	99.32	58.36	Yes	Confidence Interval	✓
Spec. Ed.	117	123	119	96.75	28.07	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	705	724	716	98.90	81.66	Yes	Yes	✓
White	702	721	713	98.89	81.58	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	282	296	291	98.31	67.26	Yes	No	✗
Spec. Ed.	117	123	119	96.75	38.59	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.7%

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	245	240	244	239	99.59	7.53	22.59	48.54	17.99	3.35	69.87
07	235	226	234	226	99.57	7.08	24.78	44.69	17.70	5.75	68.14
08	244	239	241	236	98.77	7.63	10.59	52.54	23.31	5.93	81.78

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	245	240	243	238	99.18	4.62	14.29	49.58	24.79	6.72	81.09
07	235	226	234	226	99.57	7.96	13.72	41.59	28.76	7.96	78.32
08	244	239	239	234	97.95	4.27	10.26	35.04	41.45	8.97	85.47

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
2	1%	9	4%	24	10%	31	13%	133	57%	8	3%	12	5%	13	6%	232

Note: Eighty-six percent (86%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
45.69%	2003-04
41.45%	2002-03
43.20%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

This is the first year that Ripley Middle School has not made 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 students (SES) in reading/language arts and special education students (SE) in both mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially has not made AYP in one year on any indicator. Ripley Middle School and Jackson County were encouraged to revise the school and county Unified Improvement Plans when a subgroup is identified in any one year.

The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.3. **Learning environment.** The staff professionalism, organization, and cooperation provided an atmosphere that was conducive to teaching and learning. The students were courteous, well behaved, and their conduct in the hallways was excellent. Mutual respect was evident among teachers and students.
- 6.2.3. **Lesson plans and principal feedback.** The administrative staff reviewed lesson plans regularly and provided constructive comments and positive feedback to teachers.
- 6.5.1. **Parents and community are provided information.** Parent volunteers were an integral part of the school and provided much needed service and assistance to the teachers and school.
- 6.8.1. **Leadership.** The administrative staff was professional and focused on instruction and curriculum. The administrators were well prepared and organized. The staff expressed support for the administrators and students indicated that they felt comfortable in talking to the principal and administrative staff.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

None identified.

RECOMMENDATIONS

6.1.4. Instruction. The Team could not determine that the students in the special education and economically disadvantaged subgroups were being adequately served to increase student achievement to meet No Child Left Behind (NCLB). The school appeared to be relying on the 6A class and the after school tutoring to meet all students' needs. The Team recommended that the school reevaluate the delivery to special education students and consider implementing an inclusion model and specifically address the skill deficiencies of special education students. Adequate continuous staff development should be provided to staff for any change in configuration or delivery.

6.1.5. Instructional strategies. The Team observed that hands-on science instruction was occurring in most science classes; however, it could not be determined that hands-on (active inquiry, investigation, experimentation) instruction was occurring 50 percent of the time at Grade 8. The Team also did not observe a variety of instructional strategies in all classes. Instruction observed in some classes was mostly lecture and discussion. The Team recommended that the administrative staff monitor the Grade 8 science to ensure that hands-on science is taking place and that a variety of instructional strategies are utilized across the curriculum.

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 Ripley Middle School in achieving capacity, the following resources are recommended.

The Team determined that Ripley Middle School and Jackson County Schools have the capacity to increase student achievement to achieve Adequately Yearly Progress (AYP).

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 Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 17.1.1. School location.** The site was not large enough for future expansion and the playground area was adjacent to the parking area and street.
- 17.1.3. Teachers' workroom.** The teachers' work area did not have sufficient space.
- 17.1.5. Library/media and technology center.** The library/media center did not have appropriate space.
- 17.1.8. Grades 1-12 classrooms.** Classrooms 136 and 236 were extremely warm and uncomfortable.
- 17.1.10. Specialized instructional areas.** The art facility did not have adequate space, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have adequate space, storage, or acoustical treatment. The physical education facility did not have adequate space or a display case.

- 17.1.11. Grades 6-12 science facilities.** The Grade 6 science facility did not have adequate space, gas, air vacuum, safety blanket, emergency shower, balance cases, darkening provisions, or adequate storage. The Grade 7 science facility did not have adequate space, hot water, gas, air vacuum, safety blanket, or emergency shower. The Grade 8 science facility did not have hot water, gas, ventilation fume hood, safety blanket, or emergency shower
- 17.1.12. Grades 7-12 auditorium/stage.** An auditorium/stage was not available.
- 17.1.14. Food service.** The food service area did not have a locker/dressing room.
- 17.1.15. Health service units.** The health service unit did not have adequate space, a cot, toilet, lavatory, scales, or a work counter.

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.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
35-302 Ripley Middle	Full Accreditation			

Education Performance Audit Summary

The Team presented two (2) recommendations.

Ripley Middle School's Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1 SES/SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Ripley Middle School in improvement efforts.