



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

SISSONVILLE MIDDLE SCHOOL

KANAWHA COUNTY SCHOOL SYSTEM

JULY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Sissonville Middle School in Kanawha County was conducted on January 16, 2008.

A Follow-up Education Performance Audit of Sissonville Middle School in Kanawha County was conducted April 16, 2009. 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.

39 KANAWHA COUNTY

Dr. Ronald E. Duerring, Superintendent

417 SISSONVILLE MIDDLE SCHOOL – Needs Improvement

Brian Eddy, Principal

Grades 06 - 08

Enrollment 496 (2nd month 2006-2007 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
Mathematics								
All	448	478	476	99.58	73.09	Yes	Yes	✓
White	445	475	473	99.57	73.13	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	231	260	258	99.23	65.50	Yes	Confidence Interval	✓
Spec. Ed.	54	62	60	96.77	30.76	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	448	478	475	99.37	77.75	Yes	Confidence Interval	✓
White	445	475	472	99.36	77.60	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	231	260	258	99.23	69.43	Yes	Safe Harbors	✓
Spec. Ed.	54	62	60	96.77	26.92	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 96.5%**

39 KANAWHA COUNTY
Dr. Ronald E. Duerring, Superintendent
417 SISSONVILLE MIDDLE SCHOOL – Needs Improvement
Brian Eddy, Principal
Grades 06 - 08
Enrollment 478 (2nd month 2007-2008 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	441	477	476	99.79	72.50	Yes	Yes	✓
White	437	473	472	99.78	72.47	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	232	259	259	100.00	65.94	Yes	Confidence Interval	✓
Spec. Ed.	40	48	47	97.91	41.02	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	441	478	477	99.79	74.54	Yes	Confidence Interval	✓
White	437	474	473	99.78	74.77	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	232	260	260	100.00	67.24	Yes	No	✗
Spec. Ed.	40	49	48	97.95	30.76	NA	NA	NA
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

5.1.1. Achievement.

Sissonville Middle School failed to achieve adequate yearly progress (AYP) in the special education students (SE) subgroup for mathematics. The school achieved AYP in the all students (AS) subgroup and racial/ethnicity white (W) subgroup in reading/language arts and in the economically disadvantaged students (SES) subgroup in mathematics only by application of the confidence interval. Further, AYP was achieved in the SES and SE subgroups in reading/language arts through safe harbors. 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 7 – 28.85 percent in mathematics and 26.28 percent in reading; Grade 8 – 29.29 percent in mathematics. These scores have implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Sissonville Middle School performed within the point range (841-724) for full accreditation status.

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

1. Laptops, Inspiration, United Streaming.
2. Qwizdom, Google Earth, GradeQuick.
3. Characteristics of Middle School Students.
4. WESTEST Trend Data Analysis.
5. Writing Roadmap 2.
6. MarcoPolo.
7. Middle School 101.
8. Numonics Whiteboard.
9. Microsoft Word.

10. Mobile Presenter.
11. Edline.
12. Podcasting.
13. Wikis.
14. PowerPoint.
15. Skills Tutor.
16. Intel Training.
17. Bridges Career Explorer.
18. Cultural Diversity Lessons.
19. Teach First.

FOLLOW-UP REVIEW

MET STANDARD. Sissonville Middle School did not achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts but gained full accreditation status as defined by the NCLB standard of first year not achieving AYP.

Achievement of students in the special education (SE), economically disadvantaged (SES), the racial/ethnicity white (W), and the all students (AS) subgroups in mathematics and reading/language arts was addressed with goals and action steps in the school's Five-Year Strategic Plan. Visits to classrooms and interviews with teachers verified they were knowledgeable of the contents of the Five-Year Strategic Plan and were using it to guide instruction.

The faculty continued training to improve classroom instruction with activities such as WESTEST data used to address mathematics and reading/language arts achievement for the SES and SE students, Professional Learning Communities focused on formative and summative assessment, using 21st Century learning skills and techSteps in problem-based learning, and parent communication and involvement in student learning.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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**

While the school's Five-Year Strategic Plan did address the academic needs of the school, the majority of the staff was not aware of the educational components of the plan. Additionally, the Related Arts team was not involved in the planning process or planning committee in relation to the plan.

FOLLOW-UP REVIEW

COMPLIANCE. The principal provided staff workshops on the educational components of the Five-Year Strategic Plan. Staff members were involved in reviewing and updating the plan. Interviews with teachers verified that they were knowledgeable of the goals and action steps in the Five-Year Strategic Plan and were using the plan to guide classroom instruction. Teachers in the related arts program were involved with discussions and planning for the Five-Year Strategic Plan.

- 7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

Based on observations and interviews, the counselor was supervising three lunch periods. The Team could not verify that the counselor spends at least 75 percent of the work day in a direct relationship with students.

FOLLOW-UP REVIEW

COMPLIANCE. The counselor no longer supervised the lunch periods. The Team interviewed the counselor and reviewed records which confirmed at least 75 percent of the counselor's time was spent on direct counseling activities with students.

- 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)

Teachers did not actively participate in student data analysis for statewide assessments throughout the school year. Although extensive data analysis had been completed by the administration, not all teachers were familiar with the individual student data analysis of WESTEST, the West Virginia Statewide Writing Assessment, or Grade 8 ACT EXPLORE. The majority of teachers could only address group weaknesses, not individual student data. The Team believed this affected the achievement of all students, as teachers may not be addressing the areas of need as based on the WESTEST.

FOLLOW-UP REVIEW

COMPLIANCE. Teachers were provided time to analyze WESTEST and Grade 8 ACT EXPLORE information. Teams of teachers analyzed the data and identified class and individual student weaknesses in mathematics, reading/language arts, science, and social studies. Teachers used this information in planning instruction to address student weaknesses in their classroom instruction. The following programs and practices were used to improve student achievement: Read 180 program, SRA, Response to Intervention (RTI), a systemwide focus on vocabulary and word walls, accelerated reader program, etc.

Each student received an item analysis of their WESTEST results and used this information to chart their progress toward addressing the weaknesses in achievement as shown on these tests.

RECOMMENDATIONS

- 7.1.5. Instructional strategies.** Special education students were exposed to grade-level curriculum through the co-teaching process. The Team believed the process could be more productive if on-going staff development were provided and monitored.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The county supervisor of special education provided additional training for the co-teachers.

7.7.2. Policy implementation. The policies governing student due process rights and nondiscrimination were violated through the practice of announcing student names for after-school detention and in-school suspension via the public address system. The Team recommended that the school refrain from announcing student names for students receiving disciplinary consequences.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The practice of announcing names for students receiving disciplinary consequences was discontinued.

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 Sissonville Middle School in providing a thorough and efficient system of education. Kanawha 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 Kanawha 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 Five-Year Strategic Plan needed to be effectively implemented and applied to result in improved student, school, and school system performance.

FOLLOW-UP CONCLUSION

The principal provided staff training on the goals and action steps contained in the Five-Year Strategic Plan and involved the entire staff in updating the plan. The Team interviewed staff and observed classrooms and verified the staff was knowledgeable of the plan and implementing the action steps in classroom 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 Sissonville 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 determined that Sissonville Middle School and Kanawha County have the capacity to correct the identified deficiencies. However, the administration must ensure that all teachers be intimately aware of the WESTEST results on a class level and an individual student level. Staff should be active in the data disaggregation to assist in becoming more knowledgeable of the results.

FOLLOW-UP CONCLUSION

The identified deficiencies had been addressed and corrected. The staff was actively engaged in disaggregating WESTEST data and had prepared charts showing class level weaknesses and individual student weaknesses. Students had information on their individual achievement weaknesses and were charting their progress in addressing the weaknesses.

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 did not have mechanical ventilation or black-out areas. The music facility did not have a chalkboard or bulletin board. The physical education area did not have a display case of bulletin board.
- 19.1.12. Grades 7-12 auditorium/stage.** The middle school stage did not have fire resistant curtains, acoustical panels, film screens, or controlled illumination.
- 19.1.14. Food service.** The food service area did not have a chalkboard or bulletin board.
- 19.1.15. Health service units.** The health service unit did not have a refrigerator with locked storage or a work counter.

FOLLOW-UP CONCLUSION

The food service area had a bulletin board (19.1.14). Otherwise, there had been no change in facilities.

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.

Sissonville Middle School must emphasize the importance of all forms of student data and make the necessary curriculum delivery changes to maximize student achievement. All staff must be intimately aware of the educational components of the school's Five-Year Strategic Plan and its proper implementation.

FOLLOW-UP TEAM SUMMARY

The staff at Sissonville Middle School was using student data to adjust instructional activities to address class and individual achievement weaknesses. The staff was aware of the educational components of the school's Five-Year Strategic Plan and was implementing the instructional components.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
39-417 Sissonville Middle	Full Accreditation			