



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

SPANISHBURG SCHOOL

MERCER COUNTY SCHOOL SYSTEM

MARCH 2011

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	7
Education Performance Audit.....	8
Initiatives for Achieving Adequate Yearly Progress	8
High Quality Standards	9
Indicators of Efficiency	11
Building Capacity to Correct Deficiencies.....	12
Identification of Resource Needs	13
Early Detection and Intervention	14
Education Performance Audit Summary	15

INTRODUCTION

An announced Education Performance Audit of Spanishburg School in Mercer County was conducted January 11, 2011. 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 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 concentrated on the declining student achievement and 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 – Dr. Beth Cipoletti, Assistant Director, Office of Assessment and Accountability

TEAM MEMBERS

Name	Title	School/County
Lori J. Cottrell	Elementary School Assistant Principal	Spencer Elementary School Roane County
Leslie Alvin James	Elementary School Principal	Daniels Elementary School Raleigh County

SCHOOL PERFORMANCE

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

51 MERCER COUNTY

Dr. Deborah S. Akers, Superintendent

220 SPANISHBURG SCHOOL – Passed

Phoebe Meadows, Principal

Grades PK - 08

Enrollment 306 (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	179	192	192	100.00	52.51	Yes	Yes	✓
White	178	191	191	100.00	52.80	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	24	26	26	100.00	20.83	NA	NA	NA
Low SES	102	114	114	100.00	47.05	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	179	192	192	100.00	60.33	Yes	Yes	✓
White	178	191	191	100.00	60.11	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	24	26	26	100.00	4.16	NA	NA	NA
Low SES	102	114	114	100.00	53.92	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.0%

51 MERCER COUNTY
Dr. Deborah S. Akers, Superintendent
220 SPANISHBURG SCHOOL – Needs Improvement
Phoebe Meadows, Principal
Grades PK - 08
Enrollment 305 (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	176	190	190	100.00	20.45	Yes	No	X
White	175	189	189	100.00	20.00	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	17	23	23	100.00	0.00	NA	NA	NA
Low SES	104	118	118	100.00	11.53	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	176	190	190	100.00	31.81	Yes	Confidence Interval	✓
White	175	189	189	100.00	31.42	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	17	23	23	100.00	0.00	NA	NA	NA
Low SES	104	118	118	100.00	23.07	Yes	No	X
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 95.0%

SPANISHBURG 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	26	23	26	23	100.00	34.78	60.87	4.35	0.00	0.00	4.35
04	43	40	43	40	100.00	37.50	47.50	15.00	0.00	0.00	15.00
05	31	29	31	29	100.00	24.14	48.28	17.24	10.34	0.00	27.59
06	38	35	38	35	100.00	54.29	28.57	2.86	14.29	0.00	17.14
07	24	23	24	23	100.00	43.48	26.09	21.74	8.70	0.00	30.43
08	28	26	28	26	100.00	38.46	30.77	19.23	7.69	3.85	30.77

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	26	23	26	23	100.00	52.17	21.74	21.74	0.00	4.35	26.09
04	43	40	43	40	100.00	57.50	30.00	10.00	2.50	0.00	12.50
05	31	29	31	29	100.00	31.03	31.03	13.79	24.14	0.00	37.93
06	38	35	38	35	100.00	31.43	37.14	20.00	8.57	2.86	31.43
07	24	23	24	23	100.00	17.39	30.43	30.43	17.39	4.35	52.17
08	28	26	28	26	100.00	23.08	34.62	26.92	15.38	0.00	42.31

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

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	176	36	140
White	175	35	140
Special Education	17	0	17
SES	104	12	92

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	176	56	120
White	175	55	120
Special Education	17	0	17
SES	104	24	80

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

This is the 1st year that Spanishburg School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Spanishburg Elementary School failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), and economically disadvantaged (SES) subgroups in mathematics, and the SES subgroup in reading/language arts. Spanishburg School achieved AYP in the AS and W subgroups in reading/language arts 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 3 – 95.65 percent in mathematics and 73.91 percent in reading; Grade 4 – 85.00 percent in mathematics and 87.50 percent in reading; Grade 5 – 72.41 percent in mathematics and 62.07 percent in reading; Grade 6 – 82.86 percent in mathematics and 68.57 percent in reading; Grade 7 – 69.57 percent in mathematics and 47.83 percent in reading; Grade 8 – 69.23 percent in mathematics and 57.69 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. Standards Based Mathematics.
2. Everyday Math.
3. Impact Math.
4. Number Worlds Placement.
5. Co-teaching/Inclusion.
6. Student Accountability Standards (SAS) in Schools.
7. Differentiated Instruction/Literacy Workstations/Time on Task.
8. Analyzing WESTEST2 Data.
9. West Virginia Writes.
10. Phonological Awareness.
11. DIBELS.
12. Ashlock Strategies.
13. Beyond the Data.
14. A-Z Reading/Technology/Intervention.
15. Making Meaning with Vocabulary and Being a Writer.
16. Acuity.
17. TechSteps.

18. Odyssey.
19. Thinkfinity.
20. EdLine.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. Learning environment.** The learning environment was commendable. The student behavior was excellent, even though the school was on a two hour delay due to inclement weather. The facility, although aged, was clean and stimulating. It was evident that the staff was truly concerned about the students' welfare.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)**

The curriculum in most classrooms was based on the textbooks and not the West Virginia 21st Century content standards and objectives (CSOs). Teachers stated that the basal textbooks guided the CSOs. While the adopted textbooks may be closely aligned to the CSOs, they are one instructional resource, and the CSOs must be the basis for curriculum delivery.

- 7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)**

A primary grade teacher was not teaching from the beginning of the instructional schedule to the end of the instructional schedule. Additionally, the level of instruction was very low with basic recall being the predominate form of instruction. Varied instruction was not observed in this classroom during the Team's observation nor was there other evidence to show that various methods of instruction and approaches were being applied to motivate and engage students in learning.

- 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)**

In one co-teaching class, the co-teacher did not participate in the curriculum delivery. The general education teacher was instructing the class while the special educator observed.

Science was not being instructed with 50 percent minimum investigation, experimentation, and hands-on activities in the K-02 classes. West Virginia Board of Education Policy 2520.3 – *21st 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." Teachers gave varying answers to the degree of hands-on science activities, with the predominate reason being that science was integrated in reading and mathematics classes. By teachers responses, it was impossible to determine that the science CSOs were being delivered in the primary grades.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Grades 3, 4, and 5 were not using the library. Teachers reported that these grades had not gone to the library for two years.

7.6. Personnel

7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The following certification issues were reported.

School	Teacher	Courses Assigned	Certification	Issue	Correction Needed
051-220	Educator	5660 Spanish Explore	Music K-12	5660 requires Spanish certification	Apply on Form 1
	Educator	3007 3008 4807 Many special education	Elementary K-6 Multi-Cat K-6	Must identify grade levels being taught for each course and check schedule for three courses not labeled as special education	Not certified to teach above Grade 6 May need to apply on Form 1
	Educator	All Alternative, coded Z and 8037 Principal	Admin. PE 7-12 Social Studies 5-12 MR Physically Handicapped	Courses coded Z require Alternative Educ. Authorization	Apply on Form 38 or correct code

**No Title Math courses were coded, those need to be verified by the school or county.

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 Spanishburg School in providing a thorough and efficient system of education. Mercer 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 Mercer 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 principal must ensure that the West Virginia 21st Century content standards and objectives (CSOs) are the basis for curriculum and not the textbook. While there is a strong link between the textbooks and the CSOs, the teachers must use their professional knowledge in determining what is needed to ensure student skill mastery and not leave that decision up to the textbook company.

Fifteen new teachers have been hired at Spanishburg School over the past two years. The Team believed this to be a factor affecting student achievement. While the teachers were caring, compassionate, and exhibited high quality instruction, this high number of teacher turnover and new inexperienced staff will take time to provide significant results. The principal must continue to provide high quality, research-based staff development to ensure that curriculum delivery is high quality. The school will undergo a transformation starting the 2011-2012 school year in which the Grades 6-8 students will move from the building to a newly constructed school.

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 Spanishburg 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.

Seventy-five percent of the staff at Spanishburg School were new to the school in 2009-2010 and 2010-2011. The Education Performance Audit Team reported that the current teachers were enthusiastic, hard working, and possessed the ability to improve student achievement. However, the current principal moved to another school the day following the Education Performance Audit. This reassignment was made earlier and scheduled to occur the week of the on-site review. The move was delayed for the principal to get the school through the Education Performance Audit. The high percentage of new teachers combined with departure of the principal has an effect on instructional and curricular continuity. These factors limit Spanishburg School's capacity to improve student achievement.

Curricular and instructional capacity will need to be developed for the staff and teaching and learning mechanisms will need to be promoted to build the school's capacity to realize student increased performance.

The Team believed that, with continued assistance from the Mercer County Central Office, the staff possesses the ability to correct the deficiencies found at the school. All staff members appeared to be willing and able to provide high quality curriculum delivery.

The Team recommended that the Mercer 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.

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.

- 19.1.5. Library/media and technology center.** Automated circulation capacity and on-line periodical indexes were not available.
- 19.1.7. K classrooms.** Kindergarten classrooms did not have rest rooms in the classrooms, hot and cold water, and a sink. The Team noted rest rooms for Kindergarten classrooms were located outside the classrooms.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility did not have music chairs with folding arms or an instructor's station.
- 19.1.11. Grades 6-12 science facilities.** All science classrooms did not have a sink, hot and cold water, gas, AC and DC current, compressed air, and sufficient laboratory workspace.

- 19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities and controlled illumination were not available.
- 19.1.15. Health service units.** A health service unit of adequate size was not available. The school did not have curtained or small rooms with cots, a toilet, lavatory, refrigerator with locked storage, or work counter for the health services unit.

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.

With the school hiring a new administrator mid-year, the Mercer County Central Office must provide sustained assistance to the new administrator and teachers and monitor the school's progress.

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

Education Performance Audit Summary

The Team identified five high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.2. High expectations.
- 7.1.4. Instruction.
- 7.1.7. Library/educational technology access and technology application.
- 7.6.2. Licensure.

The Team presented one commendation (7.1.3. Learning environment), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Spanishburg School's Education Performance Audit concentrated on 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 Spanishburg 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 Spanishburg School and Mercer County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.